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ABSTRACT

This document consists of a narrative final project report and the project product, a new edition of five booklets in the "Coping with Crisis" series. The report describes the process of redesigning and repackaging existing adult basic education materials; comments from three students are given. The five booklets are as follows: (1) "Dealing with Death," which explains the five steps toward acceptance; (2) "Staying Healthy," which discusses health choices at each stage of life; (3) "What's a Parent to Do?" about deciding to be a parent, parenting style, childhood development, school, communication, and discipline; (4) "Love, Marriage, and Divorce," which deals with relationships, expectations, self-appraisal, talking and listening, counseling, and divorce; and (5) "Out of Work," which gives advice on budgeting, sources of help, job-hunting, applying for work, interviewing, and dealing with unemployment. The booklets are aimed at adult learners and are written at a fourth-grade reading level or lower. Each booklet consists of expository text and a series of activities designed to illustrate points, teach techniques, rate problems, devise solutions, and reinforce readers' understanding of tasks or concepts discussed in the text. Some include questionnaires designed to help readers evaluate their attitudes or situations. (CML)

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ED353401

FINAL NARRATIVE REPORT

SECOND WIND:
BRINGING GOOD COPING SKILLS MATERIALS TO MORE ADULT STUDENTS

Project Number 98-2038
1991-92

Tana Reiff, Project Director

U.S. DEPARTMENT OF EDUCATION
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CONTENTS

Abstract 3

Introduction 4

Project Design 6

Evaluation 8

Dissemination 10

Conclusions 10

Recommendations 11

Attachments

Evaluation Form

One copy each of
Dealing with Death
Staying Healthy
What's a Parent to Do?
Love, Marriage, and Divorce
Out of Work

AdvancE
PDE Resource Center
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

ABSTRACT

PROJECT TITLE: SECOND WIND: BRINGING GOOD COPING SKILLS MATERIALS TO MORE ADULT STUDENTS

TARGET AUDIENCE: Adult learners in Adult Basic and Literacy Education Programs in Pennsylvania whose reading levels are under fourth grade

OBJECTIVES:

1. To rewrite each of the five books in the COPING WITH CRISIS series, aiming for a reading level of fourth grade or below.
2. To redesign text and covers of the five books to complement the content and to be appropriate for the target audience.
3. To typeset, lay out, and prepare mechanicals for printing all materials.
4. To print 750 copies each of the 32-page booklets.
5. To publicize the availability of the five books and facilitate their distribution in classroom quantities to ABE/GED/ESL/Literacy programs throughout Pennsylvania via AdvancE at the Pennsylvania Department of Education.

SUMMARY: Five booklets of coping skills materials for adult learners produced under a 1984-85 special projects grant were rewritten to a lower reading level and redesigned into a more usable format. Fifteen hundred copies of each title were printed and distributed to Pennsylvania ABLE programs through the Mid-Winter Conference on Adult Education and through AdvancE, the adult education resource center at the Pennsylvania Department of Education.

PRODUCTS: Five self-contained educational booklets, entitled:
Dealing with Death
Staying Healthy
What's a Parent to Do?
Love, Marriage, and Divorce
Out of Work
1,500 copies of each title published

INTRODUCTION

The project entitled SECOND WIND: BRINGING GOOD COPING SKILLS MATERIALS TO MORE ADULT STUDENTS was conducted during the 1991-92 school year. It addressed Priority #F-11, which called for the production of counseling and/or life-coping skills curricula. The project also related to Priority #H-3, "Adaptation/adoption/implementation of past Section 353 projects, in that it was a rewriting/repackaging of a 1984-85 special project called COPING WITH CRISIS FOR DISADVANTAGED ADULT LEARNERS (Project #98-5037, Luzerne Intermediate Unit 18, Jane Grogan, Project Director).

The five titles in the original COPING WITH CRISIS series were: *Dealing with Death, Staying Healthy is Up to You, What's a Parent to Do?, When a Relationship Seems Rocky,* and *When Money is Tight.* These booklets contained a great deal of excellent, well-organized material; however, there was an expressed need to reduce the reading level in order to better reach the target audience of new adult readers in Pennsylvania; this would require rewriting. In addition, since the material had been written several years ago, facts would probably need some updating and new material would probably be needed to reflect social changes such as the spread of AIDS, wider use of living wills, and so forth. Furthermore, it would be possible to improve the attractiveness of the presentation.

SECOND WIND's ultimate goal, then, was to give adult learners the tools they need to better cope with difficult, but common, life situations that impact on their learning potential, to do this through a knowledge- and activity-based

curriculum, and to provide the materials to achieve this end in a format that is accessible to the target audience. The specific objectives of the project were:

1. To rewrite each of the five books in the COPING WITH CRISIS series, aiming for a reading level of fourth grade or below.
2. To redesign text and covers of the five books to complement the content and to be appropriate for the target audience.
3. To typeset, lay out, and prepare mechanicals for printing all materials.
4. To print 750 copies each of the 32-page booklets.
5. To publicize the availability of the five books and facilitate their distribution in classroom quantities to ABE/GED/ESL/Literacy programs throughout Pennsylvania via AdvancE at the Pennsylvania Department of Education.

The rewritten materials were packaged under the new series title, "Changes: Coping Skills for Adults." The Changes logo appears on the cover of each book. New titles are:

Dealing with Death

Staying Healthy

What's a Parent to Do?

Love, Marriage and Divorce

Out of Work

The new byline includes the names of the original writer, Jane Grogan, and the rewriter/designer/project director, Tana Reiff. Ms. Grogan consulted on the SECOND WIND project and suggested new material, which Ms. Reiff researched and wrote.

Those interested in this Final Report would be persons involved in curriculum development, in-house publishing, or perhaps also teachers and tutors of adult basic and literacy education.

Copies of the five books are available while supplies last from Advance, PDE Resource Center, 333 Market Street - 11th Floor, Harrisburg, PA 17126-0333, phone 800-992-2283 in Pennsylvania or 717-783-9541 for out-of-state callers. Permanent copies of this report are filed at AdvancE as well. Administrative questions may be directed to: Special Projects Advisor, Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA 17126-0333, phone 717-787-5532.

PROJECT DESIGN

The basic content of the original COPING WITH CRISIS booklets was retained but completely rewritten to accommodate a lower reading level. Material was updated and added as needed, based on the advice of Jane Grogan, who reviewed every new manuscript prior to publication. Presentation was redesigned to make it more attractive to adult students.

Student activities from the original series were condensed and/or simplified and put into a standard format while retaining the basic decision-making model followed throughout the original series. That process involved: 1) identifying the problem, 2) gathering relevant information, 3) developing and assessing alternatives, 4) implementing a course of action, and 5) determining the success of the solution and making necessary modifications.

In an effort to make the new materials usable by students working independently, the following elements from the original series were eliminated: 1) background material for the teacher, 2) student pre-tests, 3)

competency-based objectives, 4) overview of the series for students, 5) post-test, and 6) attitudinal questionnaire.

Elements from the original which were retained but rewritten were: 1) informational material for the learner, 2) exercises to practice the application of knowledge, and 3) case studies. These elements represent the bulk of the original booklets. New material added included up-to-date facts on AIDS, living wills, spousal abuse, child abuse, parental patience, and sources of financial assistance for out-of-work people. The *When Money Is Tight* booklet from the original series was retitled and refocused to *Out of Work*, which more closely reflected the purpose of this topic. The researching and rewriting phase of the project accounted for most of the time spent.

The new material was typeset and designed on a Macintosh computer. Pages were illustrated by electronic clip art, which was researched, purchased, and selected, then extensively modified within a drawing program and imported directly into the page files.

The content of the rewritten booklets suggested a 5-1/2" by 8-1/2" format. Three of the books finished at 24 pages each and two at 32 pages. These unanticipated smaller sizes saved printing costs and allowed for production of 1,500 copies per title rather than the proposed 750. We were also able to afford two-color covers, with each booklet being a different color. An attractive palette of magenta, cornflower blue, aqua, soft red, and gold was selected, each in combination with black ink.

All of the objectives of the project as set forth in the proposal were met or exceeded. The opportunity to produce double the number of proposed copies is considered a major outcome because it gives more adult students access to the new materials.

EVALUATION

The evaluation component of the project was weak. The proposal called for surveying both teachers and students regarding their utilization and opinion of the effectiveness of the materials. However, due to the fact that the books were available just in time for Mid-Winter Conference, no evaluation forms were distributed at that time, and, through oversight, no evaluation forms were distributed with subsequent orders, either. To help rectify the situation, the editor contacted AdvancE in early June to obtain a list of programs who had requested copies of the Changes books. Eleven survey forms were then mailed to the identified programs, including return postage to help assure that people would return the forms. A copy of the evaluation form is attached.

As of this writing, only five forms have been returned. One of them said, "Unfortunately, I received the Changes series just a couple weeks before my program ended, and I never had an opportunity to include it in my curriculum. I will try to make use of it in the fall. It looks great!"

Another form said, "We included the materials in curriculum resources for the McKeesport Even Start Family Literacy Program. The program is new - no data on what materials have actually been used with students." However, the respondent rated the materials "above average for adults in mid-literate range (5th-8th) as part of introduction to the individual topics."

The responses of only three fully completed forms probably does not represent a valid sample; however, the following responses were received.

Two respondents are using all five of the books; one is using four titles. All three are using the materials for individual/independent student reading; one is also using them in group reading and discussion and as part of an organized coping skills curriculum. Students chose the books they would use in all three programs; in one program, it was a combination of the teacher's and the student's decision.

Utilization of all the specific titles was mentioned except *Dealing With Death;* interestingly, this was the most requested title out of AdvancE.

In response to the question, "How have your adult learners reacted to the Changes books?" responses were as follows:

- "Really like them."
- "In a most positive manner; young parents who are beginning the SPOC program find the clear, concise writing/vocabulary of the booklets a great asset. The subjects appeal to their needs."
- "Have shown interest and read."

In response to the question, "What, is any, behavioral changes have you perceived in learners who have utilized these materials?" responses were as follows:

- "None observable."
- "I have only used the books for 3 weeks. It is therefore difficult to access (sic) change. From discussion, I do know that the students are processing the information."
- "Lots of discussion. I know thinking & decisions are being affected."

In response to the question, "How would you rate the approach, appearance, presentation, etc. of the Changes booklets?" all three respondents answered, "above average," with one checking both "very high" and "above average."

In response to the question, "Overall, how effective do you feel the Changes booklets have been?" all three answered, "moderately effective."

Other comments were as follows:

- "Again, I have just begun using them; evaluation is difficult because of the time frame. My feeling is one of a positive impact; however, it will take a period of months to know the effect."
- "Need more booklets on parenting skills - clients really want information."

It should also be noted that another aspect of the evaluation of this project was that the original producer, Jane Grogan, reviewed every manuscript carefully prior to publication.

DISSEMINATION

Free copies of the Changes booklets were made available for on-the-spot distribution or ordering at Pennsylvania's Mid-Winter Conference on Adult Education in Harrisburg in early February, 1992. Approximately 150 copies of each title were distributed at the conference.

Since February, remaining copies have been available at no charge to any Pennsylvania ABLE program requesting them through AdvancE, the adult education resource center at the Pennsylvania Department of Education. As of June, 1992, AdvancE had mailed out the following quantities of each book, as requested by individual programs:

Dealing with Death:	113
Staying Healthy:	104
What's a Parent to Do?:	105
Love, Marriage and Divorce:	104
Out of Work:	86

Remaining copies will be available through AdvancE until they run out.

If sufficient interest is expressed and funds made available, additional copies may be reprinted, since both the originals and the printer's film have been kept on file.

CONCLUSIONS

This SECOND WIND project was successful in that the excellent core material of the original project lent itself ideally to a rewriting/repackaging effort. In addition, having the original project director, Jane Grogan, involved

in the SECOND WIND project maintained the aims of her work.

Another asset of this project was that it made many more copies available than the original did (300 copies of the original set were published and 1,500 of this SECOND WIND version).

While the project did not carry out the student pre- and post-testing evaluation process which the original did, a formal assessment of behavioral change was not within the scope of the project. In both cases, a fully valid assessment of behavioral change among users of the project would be virtually impossible to obtain.

The quality of the new product can be considered high, and both the reading level and the appearance of the rewritten, repackaged booklets may be considered appropriate to the target audience.

The results of the evaluation survey should be considered positive and hopeful for high future utilization but inconclusive, due to the small sample.

RECOMMENDATIONS

During the 1990-91 project year, a different SECOND WIND project rewrote and repackaged three earlier adult education special projects. Those new versions were very well received and cost-effective. Last year's SECOND WIND project, as well as the one reported on here, clearly illustrate that rewriting and repackaging—generally fine-tuning—earlier, potentially improvable adult education special projects has shown itself to be a worthwhile effort which should be considered for the future.

Many special projects originate with a sound concept, are carried out relatively competently, and are evaluated as successful; yet, budgetary and skill limitations prohibit higher-quality publishing-production techniques and/or appropriately geared reading levels for materials aimed for use by adult

students. In an age when students and educators are inundated with skillfully written, slickly designed, and expensively printed materials, it is imperative for instructional materials to compete for readers' attention. However, to succeed—without spending exorbitant amounts of money or wasting available resources—requires efficient use of funds, competence in using the computer for word processing and page makeup, and experience both in writing for adult students and with the publishing process itself.

With regard to this Second Wind project specifically, it is recommended that further efforts be made to publicize the availability of the free materials by requesting them through AdvancE. ■

EVALUATION
Changes: Coping Skills for Adults

Please complete this form, fold it in thirds, tape or staple, affix first-class postage, and mail. Thank you!

1. How many different titles from the Changes series have you used with your students? (Circle one.)
   1 2 3 4 5 (5=all)

2. How have you used the Changes books? (Check as many as apply.)
   - ☐ group reading and discussion
   - ☐ individual/independent student reading
   - ☐ as part of an organized coping skills curriculum
   - ☐ other: _____

3. Which title(s) have been most heavily utilized?
   _____
   This was ☐ your choice ☐ students' choice

4. How have your adult learners reacted to the Changes books? Please be as specific as possible.
   _____
   _____
   _____

5. What, if any, behavioral changes have you perceived in learners who have utilized these materials?
   _____
   _____
   _____

6. How would you rate the approach, appearance, presentation, etc. of the Changes booklets?
   - ☐ very high
   - ☐ above average
   - ☐ just OK
   - ☐ below average
   - ☐ poor

7. Overall, how effective do you feel the Changes booklets have been?
   - ☐ very effective
   - ☐ moderately effective
   - ☐ negligible
   - ☐ not effective
   - ☐ too difficult to determine

8. Please write any other comments here.
   _____
   _____
   _____
   _____
   _____

Dealing with Death

Jane Grogan & Tana Reiff

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Changes
COPING SKILLS FOR ADULTS

Dealing with Death

Jane Grogan & Tana Reiff

COPING SKILLS FOR ADULTS

The five books in the "Changes Coping Skills for Adults" set were produced through the support in whole or in part of the U.S. Department of Education through the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education Programs; however, the contents do not necessarily reflect the positions or policies of the U.S. Department of Education or the Pennsylvania Department of Education, and no official endorsement should be inferred.

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"Changes Coping Skills for Adults" was produced under:

≈≈ Second Wind

Bringing Good Coping Skills to More Adult Students

Adult Education Act
Section 353 Special Project
PA #98-2038
1991-92

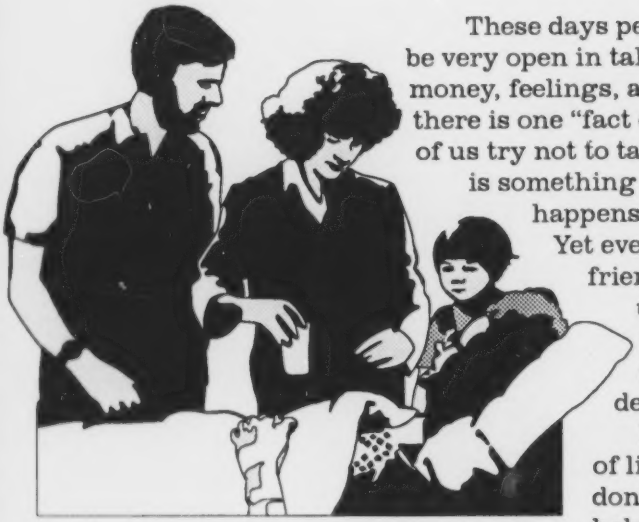
Produced by:

New Educational Projects, Inc.
P.O. Box 182 ❑ Lancaster, PA 17603

Tana Reiff, Project Director

Based on:
"Coping With Crisis for Disadvantaged Adult Learners"
Adult Education Act 310 Special Project
PA #98-5037
1984-85
Luzerne Intermediate Unit 18
368 Tioga Ave.
Kingston, PA 18704
Jane Grogan, Project Director

Additional copies available in limited supply from:
AdvancE
PDE Resource Center
333 Market Street–11th Floor
Harrisburg, PA 17126-0333
1-800-992-2283



These days people seem to be very open in talking about money, feelings, and sex. But there is one "fact of life" many of us try not to talk about. It is something that happens to everyone. Yet even close friends hardly ever talk about it. The subject is death.

Death is part of life. Yet we don't get much help in learning to deal with death. Some parents try to keep their children away from it. They don't take the children to the hospital to visit a sick family member. When someone close to them dies, some parents tell their children that the dead person "is asleep" or "went away." This may be a mistake because it doesn't help children learn to accept death. It may even cause new fears. Children may become afraid of going to sleep if they believe that death is sleep. Or, if a parent must go away on a trip, a child may fear they will never return.

When talking about death, even the words we choose make it sound less than real. We might say the person who died has "passed away" or "gone to their rest." The word *death* itself seems to cause fear in us.

There are two main sides to dealing with death. The *emotional* side is about our feelings about death. The *practical* side is about how we will handle things while the person is sick and after the death.

Only in the past few years has there been much study on how people deal with their feelings when faced with death. So far, we have found that people who learn they are dying tend to feel the same five stages. These stages are called *denial, anger, bargaining, depression,* and *acceptance.*

Stages Toward Acceptance

1. **Denial.** The person does not want to believe he or she is dying. They may think that a test came out wrong. Or they may look for a doctor who they hope will tell them something different. The feeling is, "This can't be happening to me."

2. **Anger.** Dying persons may be angry at the people around them. They may be angry at God. They may think things like: "How could God let this happen to me?" "It's not fair." "I've had a good life."

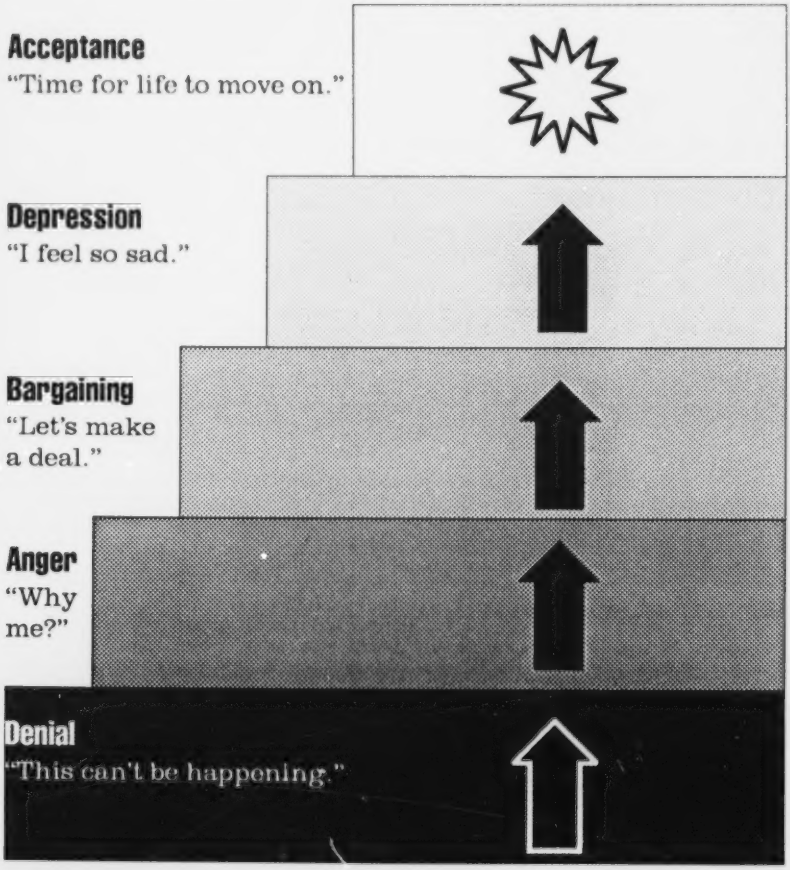
3. **Bargaining.** The dying person may try to strike a deal with himself, his doctors, or God. This may be something like, "If I do such-and-such, I can be saved."

4. **Depression.** Now the person starts to feel bad about the loss of life. He thinks of the people he'll miss, the things he hasn't had a chance to do, and so on.

5. **Acceptance.** The dying person accepts that her or his death is really coming.

These stages are normal. In fact, the person needs to work through all the stages to come to terms with death. If you know someone who is dying, it helps to understand these stages. Then you can offer support. It's best to bring feelings out in the open and talk about them.

Activity 1 will help you look at some common feelings about death and think of ways to work them out. As you come up with your answers, be careful not to say something that would let the person deny the real fact of death.



Activity 1
Helping Along the Stages

Suppose someone close to you has learned she is sick and will not get well. To help support the person, you visit her often. When you are there, she says the things you'll read below. For each one, first tell what stage toward acceptance the person is in. Then write something you could say that would help her deal with the feeling.

1. "It's not fair. I've always tried to live a good life and treat other people well. Look at how many bad people live to an old age."

What stage is this person in? _____

_____

What would you say to help? _____

_____

_____

2. "I just heard of a new treatment in Mexico. If my doctor doesn't look into it, I'll go there myself."

What stage is this person in? _____

_____

What would you say to help? _____

_____

_____

(More on next page)

3. "What are you doing here again? You're in good health. I'm sure you have better things to do than sit here with me."

What stage is this person in? _____

_____

What would you say to help? _____

_____

_____

4. "I know if I just work out my life and make up with Harry, everything will be OK."

What stage is this person in? _____

_____

What would you say to help? _____

_____

_____

5. "I'll never see my kids grow up. I'll miss all the special times in their lives."

What stage is this person in? _____

_____

What would you say to help? _____

_____

_____

When you have lost a loved one, there will be physical and emotional stress to cope with. For example, people who have just lost someone close to them tend to get sick more often. They may also have trouble sleeping and eating and often feel tired.

The stages of grief are much the same as those felt by the dying person. At first, you may feel mixed up. You may feel almost nothing at all. And you may not believe the person really has died.

A little later, you may feel angry. You may feel God has been unfair to "take away" your loved one. You may even feel angry at the person who died for leaving you.

Later, depression is a normal part of grief. You may feel alone and very sad. Guilt is often part of grief if you feel you weren't nice enough or more understanding when the person was alive. At this time you may also

think about the time when you, too, will die.

However, by taking the time to work through the grief, most people come to accept the loss of a loved one.

Whether you are dealing with your own death or someone else's, there will be feelings

of being hurt and mixed up. If you try to pretend you don't have these feelings, the problem will only last longer. You need time to think before you can come to terms with these feelings.

You also need to share your grief with others. Some people find it very hard to talk about death. Still, it helps to find someone to talk to at this time. Perhaps that person is a family member, friend, counselor, nurse, doctor, or member of the clergy who is trained in dealing with death.

Perhaps you are the person someone reaches out to. You may not be sure you want to be that person. You probably want to help. Yet you may not know what to say. So you might find yourself trying to change the subject. Or you might find yourself saying things such as, "Everything will OK." The fact is, it might take a long time for the person to feel OK, and that person's life will never again be the same.

People in grief over their own coming death or the death of a loved one must work through their own feelings. However, you can support them by being willing to listen. The person in grief doesn't expect you to have all the answers. What they do need is someone who cares and who will share their grief.

Don't be afraid of your own sad feelings. In the long run, you will probably find yourself stronger and able to find more joy in life if you deal with your real feelings.

Activity 2 helps you think about how you can help support someone in grief.

Activity 2
Understand Your Feelings

The first part of each question is an open-ended sentence. Don't think much about this part. Just write a quick ending for the sentence.

The second part of each question asks you to think about your response to the first part. If you think what you wrote is fine, leave this second part blank. If you think you could have a better response, write down what that would be. Talk over your answers with someone else.

■

1a. When the subject of death comes up, I usually _____

_____

1b. A better response would be _____

_____

_____

_____

■

2a. If someone I care about is crying, I usually _____

_____

2b. A better response would be _____

_____

(More on next page)

(Continue your answer to #2 here.)

_____

_____

■

3a. If I hear a close friend or relative has had a death in the family, I usually _____

_____

3b. A better response would be _____

_____

_____

_____

■

4a. If I heard that someone I care about will die soon, I would _____

_____

4b. A better response would be _____

_____

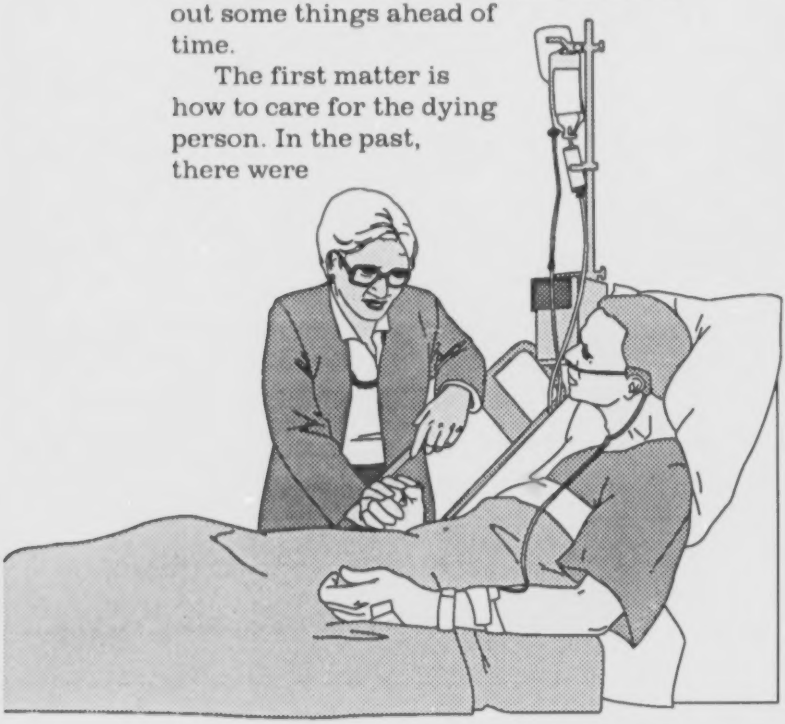
_____

_____

■

Besides dealing with feelings, there are many practical matters to handle. Because most people are very upset after someone dies, it is hard to make sound choices at such a time. Therefore, it makes sense to think out some things ahead of time.

The first matter is how to care for the dying person. In the past, there were only two choices — care at home or care in a hospital. Both have their good and bad points.



Many dying people wish to stay at home as long as possible. It helps them feel more on their own. They get to be with the people and things they love. On the other hand, they may need skilled medical care. Caring for a very sick person at home can be very hard on other family members.

Hospitals can give the needed medical care. Yet this costs a great deal of money and a hospital doesn't feel like home.

Another choice is a nursing home. Costs are usually lower than a hospital yet may still be high. Most nursing homes do offer skilled care. If you are thinking about a nursing home, it is important to check out different ones. Some are much better than others. To find a good nursing home, know what to look for.

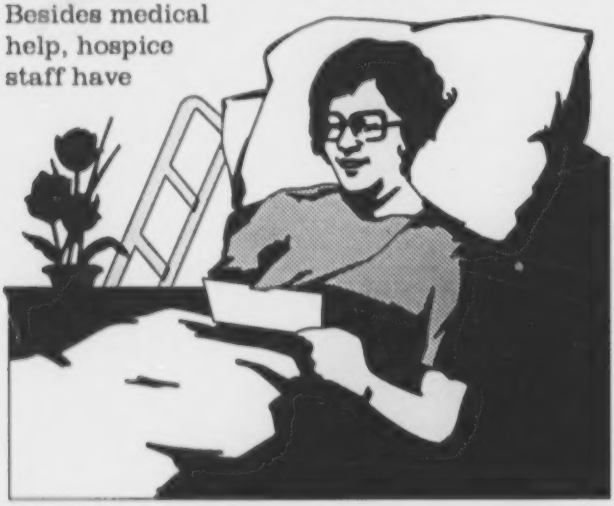
A Nursing Home Checklist

Make sure the home meets all the points on this list.

- ☐ 1. There is enough staff to care for everyone.
- ☐ 2. The place is clean.
- ☐ 3. There is enough food and it is good to eat.
- ☐ 4. For those not always in bed there are activities to pass the time.

- ☐ 5. There are support services. These include physical and occupational therapy, counseling, and others.
- ☐ 6. Staff is kind and people are treated well. They are not treated like babies. They are helped to do as much for themselves as they can.

Another choice we now have is *hospice* care. People may stay in some hospices. It can be the next best place to home. Some hospices bring medical services to the person's home. Besides medical help, hospice staff have



special training to give support to the whole family. A hospice can be a good and kind way to care for the dying. Also, it probably will cost less than the other choices.

Planning for After Death

Part of looking ahead to death is to think about what will happen to those left behind. Do you have a will? A will can spell out just where you want things to go after your death. Many people believe a will is only for the rich. This is not true.

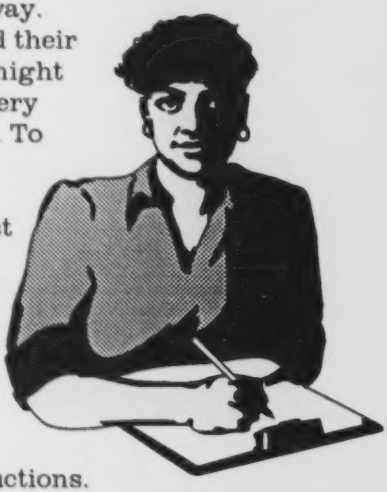
Do you own a home, car, furniture, jewelry, or anything important? If you die without a will, state law will say what happens to your things. Isn't it better for you to decide than the state? And if you have children at home, it is better for you name who will take care of them, not the state.

If your will is simple, it is possible to write it yourself. However, be sure your will includes what the law says it must. Check your library to learn what must be in a will. It may be worth going to lawyer to make out your will. This does not cost much. A lawyer can also check over a will that you made yourself.

Planning the Funeral

Making funeral plans at the time of death can be hard. You are trying to decide important matters while emotions are strong. What's more, you must decide these things in a short amount of time.

A funeral can cost a lot of money. Guilt can make the family spend more than they want to. They may be afraid that someone will think they didn't care very much for the dead person if they try to cut costs. Don't let these feelings get in the way.



If people planned their own funerals they might choose something very simple and low-cost. To help plan your own funeral you need to write a Letter of Last Instructions. This letter will tell those you leave behind what you want. It is not part of your will.

Activity 3 is a Letter of Last Instructions. It may be hard to think about your own death. But doing so can save your loved ones both pain and money. You may be surprised at the choices you have.

Activity 3
Letter of Last Instructions

Think through each choice below. Decide what you would really want. When you finish the Letter of Last Instructions, make a copy of it. Keep one for yourself and one for the person who will make your funeral plans. Be sure to talk with them about it, too.

Information for death certificate:

YOUR NAME: _____

ADDRESS: _____

CITY: _____ COUNTY: _____

STATE: _____ ZIP: _____

DATE OF BIRTH: _____

AGE TODAY: _____

PLACE OF BIRTH: _____

MARITAL STATUS: _____

NAME OF SPOUSE: _____

SOCIAL SECURITY NUMBER: _____

OCCUPATION: _____

FATHER'S NAME: _____

MOTHER'S MAIDEN NAME: _____

SERVICE IN ARMED FORCES: _____

(More on next page)

For the person who will carry out my wishes when I die:

NAME: _____

ADDRESS: _____

_____

PHONE: _____

Check which type of funeral you would want:

- ☐ Service in funeral home
- ☐ Church service
- ☐ No service
- ☐ Other (tell about what you want): _____

_____

Do you want the body present?

- ☐ Body not present
- ☐ Casket open
- ☐ Casket closed

Do you want the body:

- ☐ Buried
- ☐ Cremated
- ☐ Donated to medical school

Where do you want the body or your ashes put?

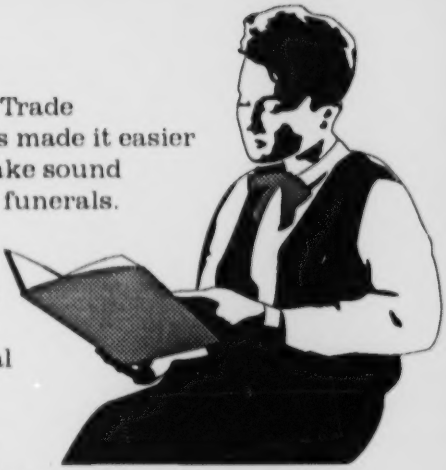
_____

_____

Cost should be limited to:

- ☐ Least possible cost
- ☐ In the middle somewhere
- ☐ As much as can be afforded

Your Rights



The Federal Trade Commission has made it easier for people to make sound decisions about funerals. Under these rules, you have the right to get these things from the funeral director:

1. The cost of individual items and services over the telephone. This makes it easier to compare prices among different funeral homes.

2. A written price list of all goods and services.

3. Only the items and services you want rather than a "package deal."

4. All the facts about laws dealing with embalming and cremation.

As is true with anything you buy, the more you know the smarter your choices will be.

Important Life Choices

There are three more important steps you can take now to make things easier on your family if you are dying.

The first is to fill out a Living Will. This is a legal paper that says how far you are willing to let treatment go to keep you alive. For example, do you want life-support machines to keep you alive, even if there is no hope that you will ever get better? A Living Will gives

you the chance to say what you want in case of medical crisis. At the time this book was written, Living Wills were not legally binding in Pennsylvania. However, they are usually supported by the medical community.

Another way to protect yourself and your loved ones is to write a Durable Power of Attorney. This lets you choose a person to take actions for you, such as pay your bills from your bank account, if you cannot take care of things yourself. Again, ask your attorney how to do this.

The third idea is to fill out an Organ Donor Card. This way, your organs or whole body may be used after your death to help keep another person alive. If you are not sure how your religion feels about organ donation, ask your religious leader.

Below is a real organ donation card. Fill out both sides (turn the page for the other side). Tell your family and your doctor you

H101.110 Rev. 86

Pennsylvania Department of Health
Voluntary Uniform Anatomical
DONOR CARD

_____
Print or type name of donor

I hereby voluntarily make this anatomical gift, if medically acceptable, to take effect upon my death. The words and marks below indicate my desire.

I give (A) ☐ Any needed organs or tissues
(B) ☐ Only the organ(s) or tissue(s) specified below
☐ Eyes ☐ Kidneys ☐ Skin ☐ Liver
☐ Heart ☐ Pancreas ☐ Ear bones
Other _____
(C) ☐ My body for anatomical study, if needed

Limitations or Special Wishes _____

For the purpose of Transplantation, therapy, medical research or education.

EMERGENCY HEALTH Information

Known Medical Problems

___ Allergies type _____ Heart Related _____
___ Diabetes Epilepsy _____
___ Other _____

Medications Taken Regularly

_____
_____
_____

Physician _____ Drs. Phone No. _____

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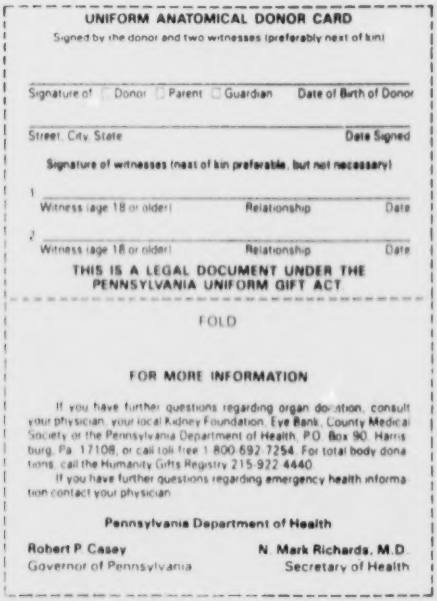
have done this. Then cut out and fold the card and keep it with you at all times. For more information on organ donation call 1-800-692-7254 in Pennsylvania.

A Course of Action

As was explained at the beginning of this book, death is a normal part of the life cycle. Because death will happen to everyone, it is important to come to terms with talking about it and understanding your feelings and choices. There are choices that can help give a dying person good, kind care. You can make things a little easier for those you leave behind if you plan the practical matters of death ahead of time. Finally, no matter what you decide, it is important to face your own feelings and find the support you need.

You need to test some of your choices from



UNIFORM ANATOMICAL DONOR CARD

Signed by the donor and two witnesses (preferably next of kin)

Signature of ☐ Donor ☐ Parent ☐ Guardian Date of Birth of Donor

Street, City, State Date Signed

Signature of witnesses (next of kin preferable, but not necessary)

1. Witness (age 18 or older) Relationship Date

2. Witness (age 18 or older) Relationship Date

THIS IS A LEGAL DOCUMENT UNDER THE PENNSYLVANIA UNIFORM GIFT ACT

FOLD

FOR MORE INFORMATION

If you have further questions regarding organ donation, consult your physician, your local Kidney Foundation, Eye Bank, County Medical Society or the Pennsylvania Department of Health, P.O. Box 90, Harrisburg, Pa. 17108, or call toll free 1-800-692-7254. For total body donations, call the Humanity Gifts Registry 215-922-4440.

If you have further questions regarding emergency health information contact your physician.

Pennsylvania Department of Health

Robert P. Casey, Governor of Pennsylvania N. Mark Richards, M.D., Secretary of Health

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time to time. For example, look over your Letter of Last Instructions every now and then. See if you would like to change anything. If you are taking care of someone who is very ill, take a look at everyone's choices. There are no perfect answers. However, you can usually find answers which will meet most needs.

When it comes to the act of dying, we don't have much choice. But we almost always have choices in life itself. We need not let things sweep us along. If we don't like the way something is going, we can act to change it.

Perhaps the best action we can take is to meet death with as clear a head as possible. To do this, we need to make all of life's choices carefully. The time to plan is now.

Activity 4
Case Study

Suppose a good friend has come to visit from another state. As you talk, you learn that your friend's mother died a few weeks ago. He is very sad about it.

You want to help your friend in some way. You talk to him about his mother's illness and funeral and what happened to her home and things. You pick up some problems your friend is having about his mother's death. Answer these questions about helping your friend work out these problems.

1. In your own words, what are your friend's main problems?

2. What information do you need to help your friend plan a course of action?

3. What outside services could help work out your friend's problem?

(More on next page)

4. Make a list of ways you can think of to help your friend work out his problem.

5. What is the best idea you came up with in #4?

6. What problems could come up with that best idea?

7. How would you know if your idea worked well?

8. Suppose that first idea didn't work out. What could be done to make it work better?

Activity 5
Feelings on Death

You may use this page to write about your feelings on death. You may want to write about your own death, that of a loved one, or death in general. You do not need to share your writing with anyone if you don't want to.

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Staying Healthy

Jane Grogan & Tana Reiff

BEST COPY AVAILABLE

Changes
COPING SKILLS FOR ADULTS

Staying Healthy

Jane Grogan & Tana Reiff

COPING SKILLS FOR ADULTS

The five books in the "Changes Coping Skills for Adults" set were produced through the support in whole or in part of the U.S. Department of Education through the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education Programs; however, the contents do not necessarily reflect the positions or policies of the U.S. Department of Education or the Pennsylvania Department of Education, and no official endorsement should be inferred.

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Take Charge of Your Health

Health is on the minds of many of us. We might worry about the high cost of health care. Some of us feel the pain of an illness, such as cancer or heart disease. Some people's lives have been changed by an accident.

Many people feel there is little they can do about health matters. It isn't possible to keep away from all accidents or diseases. But often, there *are* things we can do to have fewer health problems. There are things we can do so that health problems happen less often. Health-care providers can help us, but they cannot do everything for us. We can all take charge of our own health and well-being.

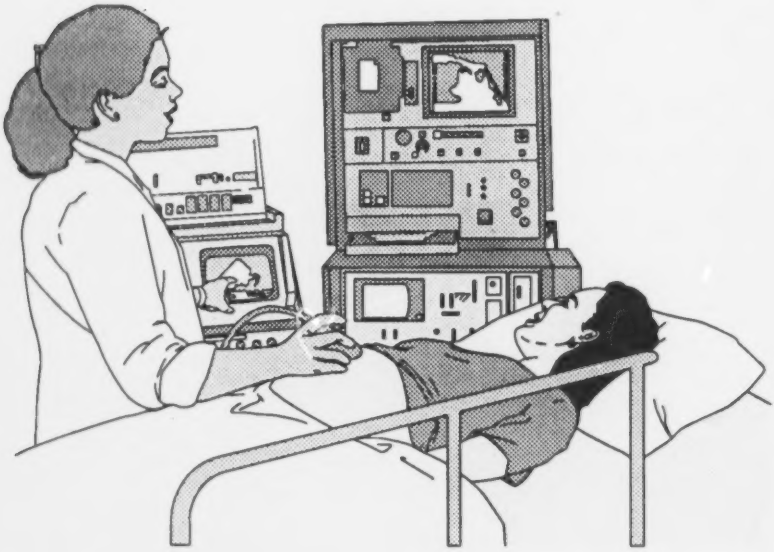
Every stage of life brings its own risks. Sometimes good health is a matter of looking ahead and knowing those risks. Then we can avoid problems. Other times, we need to make changes in the way we live. Either way, it's up to each of us to help ourselves stay well and fit.

Before Birth

Every mother hopes to have a healthy baby. She wants her child to have the best possible start in life. However, there is much she can do beyond just hoping to have a healthy baby. *Prenatal care* is very important.

Really, prenatal care should begin long

before a woman even thinks about having a baby. There are three main ways to help make sure a baby will be healthy. Eat the right foods. Be careful about using drugs. And get regular check-ups. If you don't do these three



things, it is very hard to make up for them later. It's also hard on your body to make big changes during the nine months of pregnancy.

To have a healthy baby, the best thing a woman can do is to get prenatal care as soon as she thinks she is pregnant. This helps both her and the baby. The care may be from a private doctor, clinic, birthing center, or midwife. The health-care provider you choose will help you feel sure you are giving your baby the best possible start.

Activity 1 gives you a chance to check on what you know about prenatal care.

Activity 1
Have a Healthy Baby

A. This part is for any woman who may plan to be a mother at some time. Place a check mark before each line that is true for you.

☐ 1. I make it a habit to eat right.

☐ 2. I weigh what I should—not too much, not too little.

☐ 3. I get plenty of good exercise.

☐ 4. I have had all my shots. (DPT, measles, rubella or German measles, mumps, polio. Check with your doctor if you are not sure your shots are up to date.)

☐ 5. I do not smoke.

☐ 6. I take no drugs and medicines that I don't need. (Drugs your doctor tells you to take are all right.)

☐ 7. I drink little or no alcohol.

☐ 8. I get X-rays only when really needed.

☐ 9. I do not work around lead chemicals or other safety hazards.

☐ 10. I get plenty of sleep.

☐ 11. I am free of sexual diseases.

☐ 12. If I am in a relationship, it is safe from sexually transmitted diseases and abuse.

B. If you are pregnant now, there are more steps to take to be sure of having a healthy baby. Check each line that is true for you.

☐ 1. I am getting regular prenatal care from a good health-care provider.

☐ 2. My weight is right for this time of my pregnancy.

(More on next page)

Activity 1, Continued

- ☐ 3. What I eat during my pregnancy is all right with my health-care provider.
- ☐ 4. I take NO drugs without checking with my health-care provider.
- ☐ 5. I drink NO alcohol.
- ☐ 6. I drink little or no coffee or tea and eat little or no chocolate.
- ☐ 7. I get NO X-rays unless a doctor says I must have one.
- ☐ 8. I go to prenatal classes to learn more about having a healthy baby.
- ☐ 9. I follow what my health-care provider says about exercise during pregnancy.
- ☐ 10. I do not empty a cat box or eat meat that is not cooked.
- ☐ 11. Any trouble with blood sugar, high blood pressure, heart disease, and other problems that could hurt my baby are under control.
- ☐ 12. I do no heavy lifting. My work place is not too hot or cold. I do not work more than 40 hours a week.

C. Use your phone book to find at least one of each of these services.

Service	Phone Number
Low-cost prenatal care	_____
Prenatal or childbirth classes	_____
Women's, Infants, and Children's Supplemental Feeding Program (WIC)	_____

(WIC is a government program which gives vouchers to buy certain food products. It is for low-income women and their children who may be nutritionally at high risk.)

Once a healthy baby is born, we can take steps to be sure the child stays in good health. Babies and small children grow very fast. Kids need your help to stay healthy.

Accidents are a big cause of health problems in children. Many accidents never need to happen. It is up to us to watch out for our children's safety.

We can also make sure our children get regular health care. Most problems can be treated if they are found early. Make sure your child gets checked over by a doctor or other health-care provider as often as they suggest.

There is one more main way to help children stay healthy. This is to help them learn good health habits. These include brushing their teeth, washing their hands before they eat, not doing things that would spread germs, eating good food, and getting plenty of exercise. Children who set good health habits will carry them through life.

If you are a parent, or if you ever take care of children, Activity 2 will give you a chance to think about the ways you can help kids stay healthy.

Activity 2
Keep Children Healthy

A. Use this list to check the ways you help children stay healthy. Place a check mark before each line that is true for you.

Safety

- ☐ 1. When I take a child in a car, the child is ALWAYS in a safety seat or seatbelt.
- ☐ 2. Household cleaning supplies are stored out of a child's reach.
- ☐ 3. I never lay a baby down with a bottle in its mouth.
- ☐ 4. I store all medicines out of a child's reach, or bottles have child-proof safety caps.
- ☐ 5. I cut food into small pieces and watch the children as they eat.
- ☐ 6. I choose safe toys that are right for the child's age. (For example, toys that have no sharp edges, do not shoot things, and have no small pieces that a child could swallow.)
- ☐ 7. If young children are in my home, all electrical outlets have safety covers on them.
- ☐ 8. When I give children new toys, I teach them how to use them safely. (This includes bikes, skates, and sports equipment.)
- ☐ 9. While young children are playing, I make sure they are watched.

(More on next page)

- ☐ 10. I never leave children alone in the house or in a parked car.
- ☐ 11. I keep young children away from the stove when I am cooking.
- ☐ 12. I have talked to my child about what to do if someone they talk to might be leading up to sexual abuse.
- ☐ 13. I don't let children get too close when I am using dangerous tools.
- ☐ 14. With young children, I use gates or doors to keep them from falling down stairs.
- ☐ 15. I know how to do first aid.
- ☐ 16. I have taken a CPR course and would know what to do if a child stopped breathing or choked.

Health

- ☐ 1. I take my child for regular medical check-ups.
- ☐ 2. I make sure my child is up to date on all needed shots.
- ☐ 3. My child visits the dentist every six months and brushes and flosses regularly at home.
- ☐ 4. I try to make sure my child gets enough sleep.
- ☐ 5. I give well-balanced meals and do not let the child eat a lot of junk foods.
- ☐ 6. I avoid any type of discipline that could hurt the child.
- ☐ 7. When my child seems sick or hurt, I get medical help right away.

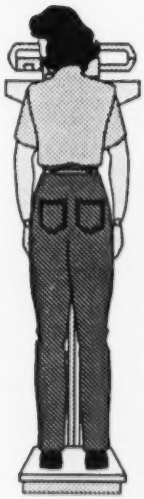
When They Become Teens

Teenagers grow very fast. They must go through many physical and emotional changes to become strong adults. Teens want to be in charge of themselves. However, they still need adult help for regular health care, good eating habits, and rest.

Teens face some big problems. They need help in dealing with alcohol, drugs, and sex. Giving them a one-time scare lecture will not do the job. Lines of communication between parents and teens must always stay open. This is not easy. Begin by keeping your eyes open to signs of trouble. It doesn't work to pretend there is no problem and hope it will just go away. Parents may find it very hard to deal with their teenagers. It may be worth getting some outside help.

The Changes book called *What's a Parent To Do?* can give you more ideas for dealing with your teenager.

Adult Health

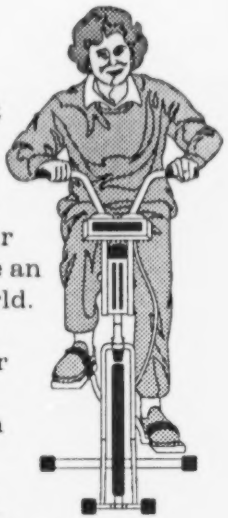


Even if your health habits have never been great, don't give up. It is never too late to take charge of your own health. Most of us know the rules of good health. However, we sometimes think we will never get sick. We may be surprised when illness does come our way.

People these days are taking more interest in their own well-being. This can be seen in the growth of self-help support groups. If you want to stop smoking, get rid

of some pounds, kick a drug or alcohol habit, or deal with just about any problem, there is probably a support group to help. The groups offer real ways to reach a goal. They also offer emotional support to members. Many of these groups have a good record of success. Before you join a self-help group, ask your health-care provider about it.

Growing Older



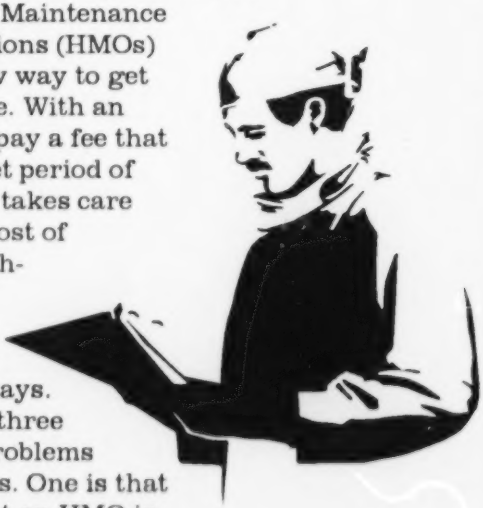
Many senior citizens have shown that older adults do not have to be ill or become a big problem for the rest of the family. It is important to have good health habits during your whole life. It also helps to have an "up" way of looking at the world. By doing these things, we can stay busy and happy no matter what our age is.

But what if an older person does get sick? Today, home health services and day-care centers for older persons offer new ways to keep the family together. They also help sick people stay on their own as long as possible. Your local Agency on Aging can tell you more about programs in your area. There are medical programs, food programs, and drug programs. There are also programs for getting together with friends just to have some fun.

Where to Find Health Care

One big gift you can make toward your own well-being is to have a family doctor. Choose a good one that you feel right about. Go for regular check-ups. Follow what your

doctor tells you to do. All of this will give you a great start on the road to good health. Your family doctor is also the best person to decide when you need a special doctor.



Health Maintenance Organizations (HMOs) offer a new way to get health care. With an HMO you pay a fee that covers a set period of time. This takes care of all or most of your health-care needs, including hospital stays. There are three possible problems with HMOs. One is that there is not an HMO in every area. Another problem is that the fee may be hard to pay unless it is paid by your company. The third problem is that you may have very few doctors from which to choose.

Another choice is to seek care from a hospital or community-based clinic. Fees are usually less than at a doctor's office. However, there are three trade-offs to think about. The first is that you may see many different doctors over a period of time. This can mean that no one doctor is in charge of your care. The second problem is that the clinic may be part of a training program for doctors. If it is, you may see many staff people who are new to the field. The third possible problem with clinics is that some do not have enough staff to keep up with the need. This means you may have to wait a long time for care.

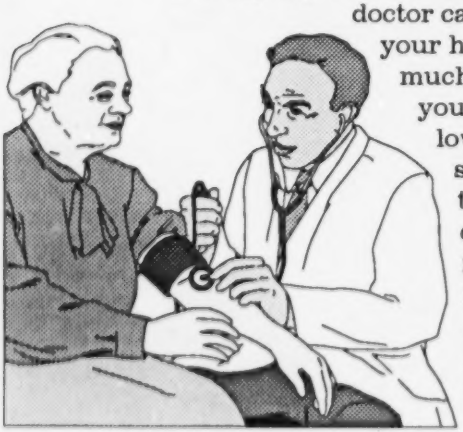
The chart on the next page shows your health-care choices.

Choices in Health Care

Source	Payment	Good Points	Bad Points
Private Doctor	Separate fee for each service	• You choose a doctor you're happy with. • The doctor knows your medical history.	• If you need many services, costs may be high.
Health Maintenance Organization (HMO)	Prepay one fee to cover all services. Costs don't change whether you use few or many services.	• HMOs stress prevention. They make money if you stay well. • Variety of health services may be in one place.	• They are not available everywhere. • Membership fees may seem high, especially if you don't need a lot of care. • You may not be able to choose your doctor.
Hospital or Community Clinic	May have reduced or sliding-scale fees	• Lower costs. • Variety of services are often in one place.	• No one doctor handles all your care. • Long waits. • You may be seen by doctors who are still being trained.

Special Health Services

Whatever you do, don't use hospital emergency rooms for everyday health care. This is not what they are there for. Using emergency rooms instead of having a regular doctor can lead to problems with your health care. It also costs much more. In many areas you can get some free or low-cost health-care services. These can add to the care from your doctor. For example, you may be able to get a test for high blood pressure and diabetes. Watch your newspaper for information about such services.



What About 'Quacks'?

Some types of health care are not based on real facts. People who offer such care are often called "quacks." They make lots of money from people who don't know better or who feel they must try everything to get well.

Besides the waste of money, some treatments from quacks can make a problem worse. When things aren't getting better, the person may then turn to a real doctor. By then, the problem may be harder to treat than it would have been before. It may even be too late for a better treatment to work at all.

How can you tell if someone is a quack? There are common practices among such people. Take a good look and use your head. Below are some tip-offs.

Tip-Offs

They may be quacks if...

1. Their claims sound too good to be true.
2. They openly put down the medical field.
3. They claim to be the only place to get such treatment. (Treatments that work are offered by many doctors.)
4. They use movie stars and sports figures to push their product.
5. Information about the treatment comes only from the popular press or ads. (Real breakthroughs are first reported in medical journals, not with big headlines.)
6. The person offering the product or treatment has a great deal of money to make from it.
7. There is little or no information to be learned about the person's training and experience.

Activity 3
Which Are the Fads?

Some of the statements below are sound ideas. Others are much like the claims made by quacks. For each statement, check the "OK" box if it sounds real enough to you or the "??" box if you question it. If you checked ??, write your reason for having a question. Look back at the "Tip-Offs" box to help you explain your reasons.

1. "A noted expert just reported a cure for arthritis using a type of laser therapy. Treatments are available only at his clinic in Cancun, Mexico."

   ☐ OK ☐ ??

_____

_____

2. "A good diet is important to good health. It should be low in fat and cholesterol and high in fiber. It should include fruits and vegetables, dairy products, breads and cereals, and protein foods such as beans, fish, and poultry."

   ☐ OK ☐ ??

_____

_____

3. "Get rid of pounds and still eat anything you want. Never be hungry. Don't waste your time on an exercise program. Just take one dose of Sea Smooth Kelp before each meal and watch the pounds melt away."

(More on next page)

☐ OK ☐ ??

4. "The secret is out. Cancer can be cured. For years, doctors have known how to cure almost all types of cancer. They have not opened the treatments to all of us because they wouldn't make money that way. To get more information, call 215-555-7899."

   ☐ OK ☐ ??

5. "A regular aerobic exercise program should be part of your plan for staying healthy. At least three times a week, exercise for at least 30 minutes. Swimming, walking, jogging, and biking all do the job. Check with your doctor before you start any exercise program."

   ☐ OK ☐ ??

6. "Famous actress, Michelle DeRojas, is now ready to share her secret for staying young. To stop wrinkles and feel great, Ms. DeRojas sticks with a pure protein diet. No milk products are allowed."

   ☐ OK ☐ ??

What About AIDS?

Like a lot of people these days, you may worry about AIDS. This sickness destroys the body's disease-fighting system. People with AIDS may get sick from things that would not bother them otherwise.

AIDS is caused by the HIV virus. A person may feel sick a few weeks after picking up the HIV virus or five or more years later. There may be fever, rash, a tired feeling, weight loss, diarrhea, or swollen glands.

There is no cure for AIDS, but there are some drugs that can slow down the virus and let people with the disease live longer.

Do you how you could get AIDS—and how you cannot get AIDS? According to information from the Pennsylvania Department of Health, here's how. For more information call the AIDS Factline, 1-800-662-6080. (TDD-TTY, 1-800-932-4639)

How People Get AIDS

- Having sex with someone who has the HIV virus.
- Having sex with more than one person or with someone who has more than one sex partner.
- Shooting drugs.
- Having sex with someone who shoots drugs.
- Not using a condom.

How You CANNOT Get AIDS

- Touching and hugging
- Sharing food or drinks
- Shaking hands
- Toilet seats
- Swimming pools and hot tubs
- Insect bites

Staying in good health is a life-long job. Crash diets, short-term exercise programs, and good ideas are not enough. Neither is too much or too little of any one plan. Use your head. Do what makes real sense. Follow what your doctor says. All of this will help you enjoy a high state of wellness.

If you do become ill or are hurt in some way, you still must play a part in your health care. Remember, you and your doctor must be partners if you are to get better. For example, the doctor expects you to:

1. Give full and true answers to all questions about your medical history.
2. Follow doctor's orders just as they are given.
3. Report any changes in the way you feel.

Not only do you have a job to do, you also have rights as a patient. You have the right to:

1. Get clear answers to all your questions. If not, don't give up. Keep asking.
2. Know why you are being given any medicines, tests, or treatments. You should also ask about any possible side effects.
3. Ask whether there are other ways to treat your problem. Choose a treatment based on how well it works, how much it costs, and what, if any, side effects there may be.
4. Ask for a second opinion. This is very important to do before you sign any papers for surgery.
5. A clear list of all fees.

If you exercise your rights as a patient, your doctor may not respond well. Then you may need to think about going to a different doctor. Most doctors today welcome a patient who wants to be a partner in staying well.

One key time for communication can break down is when you tell a doctor what is wrong with you. When you're sick, it can be hard to explain everything you feel. This can lead to a waste of time or even the wrong treatment. Before you call a doctor, be sure you have all the facts straight. Activity 4 will help you get to know the questions that doctors often ask.

Activity 4
Tell It Like It Is

A. Think back to the last time you had to call or visit a doctor. This may have been for yourself or a family member. Based on that time, write your answers to these questions. Get to the point and keep your answers short.

1. What is the problem?

_____

_____

2. When did it start?

_____

_____

3. Has this ever happened before? If "yes," tell me about that other time.

_____

_____

4. What have you done about the problem so far? How did the person respond?

(Write your answer on the next page.)

5. Is the person allergic to any drugs?

6. What is the person's temperature?

7. Is there pain? If "yes," tell me where it hurts and how it feels.

8. Tell any other important facts about what is going on.

B. Give your answers to Part A to someone else. Ask that person to read over your answers and do these two things. First, ask the person to point out anything which is not clear. Then, ask the person to come up with more questions which might need to be answered. On the lines on the next page, write a better answer for any that were not clear. Also, answer any new questions your partner came up with.

(Space to write is on the next page.)

If You're Not Getting Better

Suppose you find yourself ill or hurt and you feel you are not getting any better after a fair amount of time has passed. There are two important people to question. Begin by checking with yourself. Have you followed your doctor's orders to the letter? Have you taken the medicines and followed the treatments just as you were told to? Are you expecting too much too soon?

If you still feel you're not getting better fast enough, talk to your doctor. He or she needs to know if the treatment is not working. Perhaps the treatment needs to be changed. Perhaps you will need to get a second opinion from another doctor. In any case, don't give up. If you are not pleased with how things are going with your doctor, go get a second

opinion yourself.

Staying healthy is not just a matter of luck. When we feel fine, we take our health for granted. Yet without good health, nothing else in life seems really worthwhile. It is important to understand first of all that we are all in charge of our own wellness. Be it drugs, alcohol, or the foods we eat, the choice is up to each of us. Learning about health is important. Then our doctor or clinic is there to help us stay healthy and active all through life.

Today we know a great deal about staying healthy. But we are the only ones who can put that information to work.

Activity 5
Case Study

A 50-year-old friend of yours has not taken good care of himself over the years. He may drink a little too much, not exercise, and smoke. Is it too late to change? Answer these questions about helping your friend work out these problems.

1. In your own words, what are your friend's main problems?

2. What information do you need to help your friend plan a course of action?

3. What outside services could help your friend work out his problems?

(More on next page)

4. Make a list of ways you can think of to help your friend work out his problem.

5. What is the best idea you came up with in #4?

6. What problems could come up with that best idea?

7. How would you know if your idea worked well?

8. Suppose that first idea didn't work out. What could be done to make it work better?

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BEST COPY AVAILABLE

What's a Parent To Do?

Jane Grogan & Tana Reiff

Changes
COPING SKILLS FOR ADULTS

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COPING SKILLS FOR ADULTS

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Being a Parent

When you become a parent you are doing one of the most important things a person can take on. You can give a lot of love. You can get back a lot of love. You can teach a child to become a strong adult. And you can learn new things about yourself. A parent is a special thing to be.

Then, too, being a parent isn't for everyone. We know that not everyone is cut out to be a good cook or a truck driver. Not everyone is cut out to be a good parent, either. Being a good parent is a big load on a person. Children cost money to raise. Parents need good health to care for children. Parents need a whole lot of patience. Parents need to understand their own feelings. Parents need to be able to not always think of themselves.

Even if you're not a parent now, think about what it means to be one. For example, having a child will not help a bad marriage. It can only make more problems. Having a child has nothing to do with how big a woman or man you are. Having a baby to have someone to love and to love you back can end up letting you down. It takes a long time before a little person can return your love.

Activity 1 helps you think about reasons that people become parents.

Activity 1
To Become a Parent

Here is a list of common reasons people give for having a child. Mark each reason as Strong or Weak. Then write why you chose that answer.

1. "I want someone that I can count on to love me forever."

   ☐ Strong ☐ Weak

   Reason: _____

_____

2. "I want someone to be around to take care of me in my old age."

   ☐ Strong ☐ Weak

   Reason: _____

_____

3. "If I get pregnant, I'm sure he'll marry me."

   ☐ Strong ☐ Weak

   Reason: _____

_____

4. "We already have one child and I'd like to have another so the first won't be lonely. Besides, only children grow up to only think of themselves."

   ☐ Strong ☐ Weak

(More on next page)

(#4, Continued)

Reason: _____

_____

5. "We've been married for three years, and things are fine. We want to share our love with a child."

   ☐ Strong ☐ Weak

   Reason: _____

_____

6. "I want to have a son to carry on the family name."

   ☐ Strong ☐ Weak

   Reason: _____

_____

7. "I think if I didn't have a child I would miss something really important in life."

   ☐ Strong ☐ Weak

   Reason: _____

_____

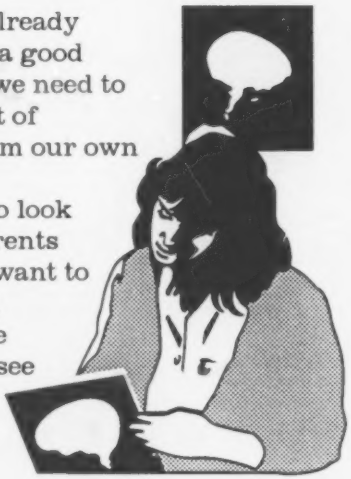
8. "Our parents keep saying that they want to have grandparents."

   ☐ Strong ☐ Weak

Reason: _____

_____

You As a Parent



No one is born already knowing how to be a good parent. It is a skill we need to learn. We learn a lot of parenting skills from our own parents.

It is important to look back at how our parents brought us up. We want to carry on their good parenting skills. We may also be able to see ways to do better.

Activity 2 helps you look back at how your parents brought you up and think about your feelings on parenting.

Activity 2
Parenting Style

Below is a list of some common matters that parents face. Under each one are spaces for you to write your ideas. You will write about:

- How your parents handled the matter
- Whether or not you would handle it the same way
- Why or why not you would handle it the same way

Going to school and getting a good education

How your parents handled it: _____

_____

Would you do the same? _____

Your reasons: _____

_____

_____

How to handle money

How your parents handled it: _____

_____

Would you do the same? _____

Your reasons: _____

_____

_____

Getting ready for being a strong adult and the world of work

How your parents handled it: _____

_____

Would you do the same? _____

Your reasons: _____

_____

_____

Teaching kids about sex

How your parents handled it: _____

_____

Would you do the same? _____

Your reasons: _____

_____

_____

When children get out of line or do something wrong

How your parents handled it: _____

_____

Would you do the same? _____

Your reasons: _____

_____

_____

How Children Grow Up

All children grow up step by step. For example, they must crawl before they can stand up on their own. They must stand up before they can walk. This book will not tell about every step. But if you want to learn more, your library has many books on the subject.

What is important to know is that you can't expect children to do things they are not ready for. When you really know that, you save your child and yourself a great deal of trouble. For example, all babies make a mess when they eat. They have to learn how to be neat over time. So they should not be put down for making a mess at a very young age.

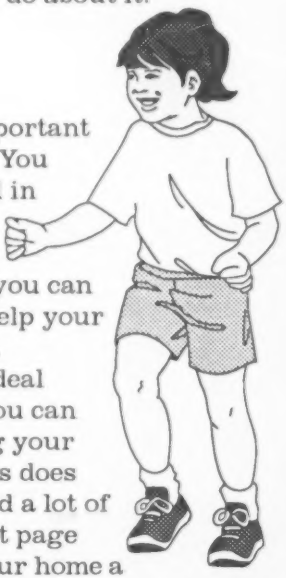
Another step all children go through is talking back to their parents. Talking back at a young age does not

mean a child is bad. It means the child is trying out the idea of being an independent person. This is as it should be.

When is a child really out of line? Take walking as an example. A child learns to walk around the age of one year. One baby might walk a month or two early. Another baby might pass the first birthday and still not be walking. Don't look at your friend's baby and believe your child is falling behind. Each child is different.

However, if a child is still not walking by age two, maybe it is time to worry. Or, if a child is not talking at age three, it would be important to look into it. Have your child checked by a doctor at least once a year. That way, if something really is not right, the doctor can tell you what to do about it.

Your Child and Learning



A good education is important for your child's whole life. You can help your child do well in school long before kindergarten. Then, when your child goes to school, you can work with the teacher to help your child get a good education.

Children learn a great deal before they go to school. You can help them learn by making your home a learning place. This does not mean you have to spend a lot of money on toys. On the next page are seven ways to make your home a learning place. Each idea costs little or nothing.

A Learning Place

1. **Talk to your child often.** Help them talk to you. Even babies need this. For example, in a store point out the names of things as you shop. A good time to teach colors is while you dress your child.
2. **Sing to your child.** Most kids like music. They don't care if your voice isn't great.
3. **Read books to your child.** This helps them love books even before they can read. Reading can give them a "quiet time" before bed. Reading to a child is a special sharing time between parent and child.
4. **Answer your child's questions when you can.** A lot of questions can bug you. However, questions show that your child wants to learn. By listening and answering them you are feeding your child's mind.
5. **Find safe things for your child to play with.** You don't need to buy high-priced toys. Toys such as blocks and crayons are great. Even pots and pans with a wooden spoon can be fun.
6. **Help your child feel good about himself or herself.** When a child does something well, tell them so. Don't make fun of mistakes. If you do, the child might be afraid to try next time.
7. **Show your child the world.** Visit a zoo if you have one. Take your child to story time at the library. The YWCA or other place may have classes for young children at a low cost.

Your Child and School

Even after a child starts school, don't stop being part of your child's education. You still have an important part to play. Here are three ways to build on the work you began before your child started school:

1. **Say good things about school.** Even if you remember your school years as less than happy, don't pass along your bad feelings. Find something good to say about the work your child brings home from school. Even if it's not perfect, you can say, "I'm really proud that you're trying hard." If your child doesn't tell you what happened in school, ask questions. It shows that you feel education is important.

2. **Set a time and place each day for your child to study.** Children don't learn good study habits on their own. They need your help.

3. **Stay in close touch with your child's teachers.** Go to Open House or Parent's Night. Meet with the teacher when the time comes up. If you need to talk about something, you have every right to call the teacher at school.

Problems With School

Many children have problems with school at one time or another. The main thing a parent can do is act fast! School problems don't often fix themselves. They only get worse.

Your first step is to talk to your child. Learn how your child feels about the problem. Keep your mind open. Your child probably isn't lying but may be so close to the problem

that it is hard to give a true picture.

Your second step is to talk to the teacher. A good teacher should be able to explain the problem to you. Then the teacher should list some steps that both you and your child can take to help. If you don't like the teacher's ideas, don't give up. See the principal, counselor, or school psychologist.

Most schools have services for helping children. These include special learning programs, speech and hearing services, testing, and counseling. If you feel your child needs such services, ask for them. Some community agencies also have help services for children. Many of these services are free of charge.

Activity 3 will help you plan how to handle a child's school problems.

Activity 3
Working on School Problems

Below are common problems a child might face in school. Tell or write a good way to handle each one. Talk over your ideas with another student.

1. Your first-grader comes home and says, "My teacher doesn't like me. She is always picking on me."

_____

_____

_____

_____

_____

(More on next page)

2. Your third-grader brings home a report card. It shows an "F" in reading.

3. Your seventh-grader has been skipping school and is sent home for three days.

4. Your tenth-grader can't decide which program to choose — College Prep, Business, Vocational, or General.

Communication Between Parent and Child

Parents and children have to get past many hurdles together. It's all part of growing up. One important part of reaching that goal is for parents and kids to communicate well.

Some parents spend a lot of time talking "at" their children. They spend little talking "with" them. A parent may know more about life. However, a child still has important things to say. Some parents are surprised when big problems come up with a child. Some of these problems might not have happened if the child had felt free to be open with the parent. Some children don't talk about problems because they already know no one will listen. Children must feel that a parent will listen.

Children learn communication skills the same way they learn many other things. They learn from what the people around them do. Parents need to set a good example when they both talk and listen.

A good talker fits what they have to say to the needs of the listener. To a parent this means talking in a way the child will understand. It's too easy to "talk down" to a child even when the child is older.

It's also important to make sure the listener understands the reasons behind what you say. For example, just telling a child what to do isn't enough. Instead, explain *why* such-and-such needs to be done. Some parents feel they shouldn't have to explain themselves. However, a child learns best when they understand why a rule is needed. Then they can take responsibility for the things they do.

Good talkers make listeners feel good about themselves. If someone feels put down, it's easy to get angry or just walk away. If that happens, nothing is any better than before.

Rather than put down the child, talk about the behavior you want to change. Which way of talking would probably work better?

☐ A. "Why do you have be such a mess? Your room looks like a pig lives there."

☐ B. "Go and clean up your room now. Put things in their places so you can find them when you want to play with them tomorrow."

The B. way of talking would probably work better because it talks to the behavior in a positive way. Activity 4 will help you work on ways to communicate with your child.

Activity 4
Sending a Positive Message

Here are six common problems between a parent and a child. For each one, tell or write a positive way of talking to the child. Try to be short and give reasons. Keep in mind the child's age.

1. Telling a 4-year-old to pick up his or her toys

_____

_____

_____

2. Getting a child ready for his or her first trip to the dentist

_____

_____

_____

3. Explaining to a teenager your rules about coming in at night

4. Helping a crying 5-year-old who says, "None of the kids will play with me"

5. Answering a 15-year-old who doesn't want to go to church with you anymore

6. Talking to a 9-year-old who is making fun of another 9-year-old who is physically or mentally handicapped

Listening Skills

Besides sending positive message, good communication needs good listening skills. Young children can talk quite a bit. Parents might begin to "tune out" all that talk. This can be a mistake. Children may begin to feel the parent doesn't believe they are worth listening to. Then when something really important comes up, the child might not even try to talk about it. We might miss hearing about something we really should know about.

There are two simple ways for a parent to become a good listener. One is repeat what you feel the child has tried to say. For example, say, "Do you mean that Jimmy hit you three times?" to make sure you understand the child.

The second way is to ask questions. For example, if your child tells you about a bad day at school, you might ask, "How do you feel about what happened?" "What do you think you could do so it doesn't happen again?" Such questions can help get ideas going back and forth between you.

When Communication Breaks Down

In every family, there are times when communication breaks down. You may feel you and your child are talking "at" each other without really communicating. Or it may seem as if all communication has come to an end. You may need counseling to get things back on track.

There is nothing wrong with getting outside help. Going for help doesn't mean you have failed. Rather it means that you care about your child and want the best possible

relationship. Ask your family doctor or school for the name of a good counselor. Check the Yellow Pages or Blue Pages in your phone book. Many counseling services charge less if your money is tight.

Discipline

What is discipline? Many parents feel that discipline is getting a child to behave in a certain way. The real goal of discipline is much bigger than this. Good discipline is *self*-discipline. A child who practices self-discipline will behave well without your threat of punishment.

"Discipline" is not the same as "punishment." Instead, discipline is about leading a child to acting in a way that is good for him or her and which is fair to other people. Discipline that works is made up of the following:

1. It is based on what a child is really able to do.
2. It is fair.
3. It is as positive as possible.
4. It is consistent. It works about the same way every time.

Let's look at each of these points.

- **Discipline based on what a child is really able to do.** Remember how we talked about the way children grow up step by step. For example, most babies have a time when they love to put things in their mouths. This is a way to check out the world around them. There is no reason to correct them about such actions. Instead, be sure that anything within a child's reach is safe.

- **Fair discipline.** This means there is a good reason for asking the child to act a certain way. Many children ask, "Why do I have to do

it?" Sometimes you just want to say, "Because I told you to." But children need to understand the reasons if they are to learn self-discipline. There won't always be someone around to tell them how to behave. As soon as a child can understand words, give the reasons behind what you ask. Also, before you so anything, make sure the child is not sick, hungry, or tired. Simple as that sounds, these can be the reasons behind a child's actions.

- **Positive discipline.** Some parents speak up only when a child does something wrong and they need to correct them. Most children want very much to please their parents. Discipline is easier if you make the most of this. This means a parent must look for good behavior and be ready to praise it. Here are some examples of praise for good behavior:
  - ✓ "Thanks for calling when you were going to be late. It kept me from worrying."
  - ✓ "You did a nice job of cleaning up your room."
  - ✓ "You really did well in the school play. I'm very proud of you."

  All children need attention. If they can't get it for good actions, many will try to get it by doing something wrong. Of course, life is much easier for parents and kids if the attention goes to the good behavior.

- **Consistent discipline.** This has two parts. One is that you want the same behavior from the child over time. For example, suppose you correct a child for talking back to you one day. The next day the child talks back and you let it go. A week from now the child thinks there is a 50-50 chance of getting away with talking back. Teaching a child to play the odds with their behavior probably won't lead to strong self-discipline.

86

The second part of consistent discipline is how the child sees you act. It is not fair to say, "Do as I say, not as I do." Children learn a lot from following the people in their own family. So if you want your child to have good manners, use good manners yourself. If you want your child to eat vegetables, not smoke, or anything else, do the same yourself.

As Far As You'll Go

If you follow the four discipline tips we just talked about you will probably not have much trouble. However, children sometimes act without thinking. All children sometimes test you as far as you'll go. At such times, a child must learn a key lesson—that negative actions usually have negative results. You can get this idea across without yelling. Instead of yelling, plan a punishment that fits the "crime."

Suppose you let your child play outside after school. But he or she comes in late when you call for dinner. A strong warning the first time might work. But if the child is late the next time, you can say he or she may not play outside the next day.

Suppose your child is riding a bike in a way that you feel is not safe. It would make sense to take away the bike for a few days.

Whatever the problem, work on correcting the behavior, not hurting the child through your words or actions. Activity 5 will help you think about good ways to discipline common behavior problems in children.

Activity 5
Making the Punishment Fit the Crime

Here are six common behavior problems. For each one, tell or write a positive way to correct the child.

1. A teenager comes in 45 minutes late from a date.

2. Your two-year-old doesn't want to go to bed.

3. Your ten-year-old keeps on leaving his bike out in the rain and it's starting to rust.

4. When you won't buy candy for your three-year-old, she begins to cry and scream in the store.

(More on next page)

5. Yesterday you told your teenager to clean his room. Today, it's still not done.

6. You won't let your five-year-old walk to the corner store alone. After all, there is a busy street to cross. She yells, "You always treat me like a baby. I hate you!"

Going Too Far

Sometimes parents feel as if a child is too much to handle. They can't think of a way to correct the child's behavior. They hit the child or hurt the child in some other way. This way may seem to work for a short time. But physical punishment does not work over time.

Physical punishment only teaches children that hitting someone is a way to work out a problem. There is also a danger that a parent can get carried away. Then physical punishment can grow into physical abuse.

Each year, many, many children are physically abused. Besides feeling pain, they also feel life-long emotional scars. This is why persons who were abused as children often grow up to abuse their own children.

Whatever a child does, there is a way to handle it. Physical abuse is never OK. If you sometimes think you go too far in punishing your child, or if you are afraid you might hurt them when you are very angry, get help.

Check your phone book for Parents Anonymous. Help really is just a phone call away.

Dealing With Sex

You may be surprised to know that children don't wait till the teen years to become sexual beings. Even babies and young children find their sex organs and find that touching them feels good. This is all right. It is part of growing up. Once a child learns to talk, you can expect to hear questions about sex. To a child, this is no different than questions about anything else.

At this point, the best thing a parent can do is to come across with a positive point of view on sex. One way of doing this is to not make the child feel bad about touching themselves. Another way is to help the child use the correct words for the sex organs. Give true answers to a child's questions. Come across as if you believe that sex is a positive part of being a person. If you feel funny answering these questions, get some books from your library. Some books help parents understand better themselves. Some are for reading to a child.

As children grow, they need to be ready for the physical changes that will happen. Both boys and girls have this need to know. Giving them the facts early also helps keep open the lines of communication between parent and child. It helps make sure that children learn the true facts. At the same time, they learn to understand your feelings on matters.

Children hear about sex from their friends, TV, and movies. Don't pretend that they don't know things just because you don't tell them. Too many young people get pregnant or pick up diseases because they don't know the facts. Of course, they also need to know how to take

care of themselves. You can help them with these needs.

Children need to understand their feelings about sex. If they are to become sexually healthy adults, they need to see their sexual needs as healthy. They also need to know that they do not have to have sex before they are ready. You can help them see what they really need, want, and don't want when it comes it sex. For example, they may give in to sex for the wrong reasons. They may be trying to show they are grown up. They may think they are showing they are really a woman or a man. They may believe that sex is a way to get someone to love them.

No parent can deal with all of these points in one speech on the facts of life. We need good communication with children over time. The first step is to help kids feel good about themselves. When they do, they don't feel they must get love from sex before they're ready.

In the end, teenagers will make up their own minds. That is why they need the facts about birth control and sexual diseases such as AIDS. They need to know where to find help when needed. A family planning center or Planned Parenthood in your area can help your teenager with birth control. An office of the Department of Health can treat sexual disease. Giving young people this information does not mean you think sex is OK at this age. It means you are giving your kids the information they need to make up their own minds.

When You Can't Talk About Sex

Is it hard for you to talk about sex with your child? See if there is a parent group at your school or church. Such a group can help you give good sex education to your children. If you can't find such a program, see if your PTO or church group might want to start one. Remember, you're not the only parent who would welcome such help!

What can you do if you think your child is sexually active? Tears, threats, and punishment won't fix the problem. Sex is an emotional subject for many people. It is difficult for a parent to stand back and keep an open mind. If you need help, talk things over with a counselor, doctor, or other person in the know.

What if your teenager becomes involved in an unplanned pregnancy? Again, counseling can help. Whatever you all decide, an unplanned pregnancy can be part of the life of each person involved for many years to come. Begin by checking the Yellow Pages under "Pregnancy Counseling Services."

Drugs and Your Child

At one time or another, almost every child must decide whether to use drugs. The way your child handles the matter begins at a young age.

Young people use drugs for many reasons. Perhaps "all the other kids are doing it." Some kids do drugs because they don't feel good about themselves. Sometimes a child is trying to get away from problems with family, friends, or school. Sometimes they just want to know how drugs will make them feel.

As is true with sex, kids make up their own minds about drugs. Even so, a parent

92

can play an important part in what they decide.

The first step is to begin early. Even grade-school children may run into drugs. Even if the school has a drug education program, it must be backed up at home.

Trying to scare a child about drugs doesn't work very well. But there are three things to keep in mind when talking to kids about drugs.

Talking to Kids About Drugs

1. **Kids need facts.** They need to know about different kinds of drugs and what they can do.

2. **Kids need to know why drugs can look good.** Talk about peer pressure, stress at school and home, the need to break away and be different, and why drugs can seem interesting.

3. **Kids need to learn positive ways to deal with life.** Try having "What-if" talks with your children. For example, ask a question such as, "What if you were at a party and most of your friends were smoking pot? When you say no, they make fun of you." Let the child work out how to handle this. Then put in a few ideas yourself. This helps kids get ready for what might really happen to them sometime.

Another step parents can use is to set a good role model. Drugs include alcohol. Think about what it means if children grow up watching their parents reach for a drink or pill every time there is a problem. If that is what they see, you can't expect them to believe it when you say drugs are no good.

The most important point here may be to

help young people feel good about themselves. Kids need to feel they are worth something. When they do something good, they need to hear about it. They need to have goals to work toward. They need positive things to do after school. All of this helps them feel good about themselves. And people who feel good about themselves are less likely to need a "high" from drugs.

When Drugs Become a Problem

Sometimes no matter how much love a child gets, he or she still uses drugs. Some parents miss the early signs. Others don't want to see the problem. They're afraid people might think badly of them. However, if ever there was a time to take quick action, this is it.

Here are some signs that a child may be using drugs:

Early Signs of Drug Use

- A sudden change in school work
- A new group of friends
- A change in sleep habits—either more or less
- Pulling out of sports or hobbies
- Money or things missing from the house (to buy drugs)
- Changes in eating habits
- Mood changes — short temper, wanting to be alone, can't sit still, and so forth
- Red, bloodshot eyes

If you believe your child may be using drugs, there are services that can help you. To deal with drug problems is to deal with both the mind and the body. You will need professional help. Activity 6 will help you find such services.

Activity 6
Children and Substance Abuse

A. Think about five problems your child might face in life. Some ideas are: making friends, trouble with school work, or what to do when they get out of high school. For each problem, think up a "What if" question you might raise with your child. Then after each "What if" question list at least two positive ways for dealing with the problem that you might bring up with the child.

1. What if: _____

_____

One way of dealing with the problem: _____

_____

_____

Another way of dealing with the problem: _____

_____

_____

2. What if: _____

_____

One way of dealing with the problem: _____

_____

_____

Another way of dealing with the problem: _____

_____

_____

3. What if: _____

_____

One way of dealing with the problem: _____

_____

_____

Another way of dealing with the problem: _____

_____

_____

4. What if: _____

_____

One way of dealing with the problem: _____

_____

_____

Another way of dealing with the problem: _____

_____

_____

5. What if: _____

_____

One way of dealing with the problem: _____

_____

_____

Another way of dealing with the problem: _____

_____

_____

B. Use the Yellow or Blue Pages of your phone book. Look under "Alcohol, Alcoholism" and "Drug Abuse." Write down all the agencies and phone numbers which are listed.

Agency	Phone Number

Growing as a Parent

No matter how you work on problems with your child, there are some things you need to know and keep in mind:

- What is really going on?
- What help can you get?
- How do you feel about your place in your child's life?

If your child has two parents, it is important that both parents stand behind whatever action is taken. A child will quickly see if the parents have two different ideas. Then the child can play the two parents against each other. To make sure that doesn't happen, work together on a course of action.

Is It Working?

Most problems do not have one fast answer. Good parenting goes on over years and gets better all the time. Every now and then stop and check whether the course of action is working. If it is not, then change your plan. It's better to say you were wrong and change the plan than to keep on with a plan that isn't working. It shows you know that a good parent is learning all the time.

If you cannot work out a course of action, outside help may be the answer. Your children are too important to just give up on.

Being a good parent is not an easy job. But when you really try to find ways that work, you are doing your best. You decided to bring a child into the world. Every child needs the best you can give.

Activity 7
How Would You Do It?

Suppose your neighbor is having problems with her teenage daughter. The neighbor tells you about the girl's relationships with boys and her fear about drugs. Answer these questions to help this family work things out.

1. In your own words, what are the girl's main problems?

_____

_____

2. What information do you need to plan a course of action?

_____

_____

3. What outside services could help work out the problem?

4. Make a list of ways you can think of to work out the problem.

5. What is the best idea you came up with in #4?

6. What problems could come up with that best idea?

7. How would you know if your idea worked well?

8. Suppose that first idea didn't work out. What could be done to make it work better?

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BEST COPY AVAILABLE

Love, Marriage, and Divorce

Jane Grogan & Tana Reiff

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Changes
COPING SKILLS FOR ADULTS

Love, Marriage, and Divorce

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COPING SKILLS FOR ADULTS

102

The five books in the "Changes Coping Skills for Adults" set were produced through the support in whole or in part of the U.S. Department of Education through the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education Programs; however, the contents do not necessarily reflect the positions or policies of the U.S. Department of Education or the Pennsylvania Department of Education, and no official endorsement should be inferred.

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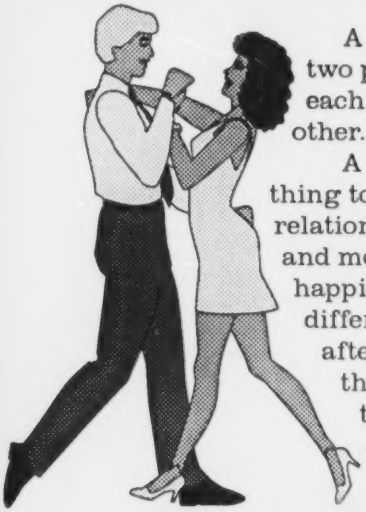
What Is a Good Relationship?



A relationship is a love bond between two people. The two people care about each other. They are drawn to each other. They want to be with each other.

A good relationship is a wonderful thing to have in your life. However, no relationship is perfect in every way. Books and movies tell us about people who "live happily ever after." Real life can be very different. If we believe "happily ever after" and something goes wrong in the relationship, we might believe there is something wrong with ourselves or our partner. We might believe we failed as people.

Every relationship runs into problems. What makes a good relationship is being able to work out those problems.

What makes a couple able to work out problems? These three things:

- They both want to stay together forever.
- They talk and listen to each other.
- They look for ways to "meet in the middle."

Together Forever

It is not easy to stay together. First, both people need to have the same hopes for the relationship. Sometimes two people have very different ideas of what they want out of the relationship. That makes it hard to work things out, even if both people are trying. The problem is that they're each working for a different purpose.

What do you really want from a relationship? Activity 1 helps you understand your true wants. There are two copies of this activity. If you have a partner now, that person can do the second copy.

Activity 1 **(Copy 1)**

What Do You Want From Love?

Check the box beside each thing that you want from a partner.

Your name _____

- ☐ I want someone with many of the same interests as I have.
- ☐ I want someone who brings home money to live on.
- ☐ I want someone who will be a good parent.
- ☐ I want someone who makes me feel important.
- ☐ I want someone who listens to me and my problems.
- ☐ I want someone to have good sex with.
- ☐ I want someone who is nice to me apart from having sex.
- ☐ I want someone who helps take care of the house.
- ☐ I want someone who shares my values.
- ☐ I want someone who has always stayed with just one person at a time.
- ☐ I want someone who shows me respect.
- ☐ I want someone who has never been in a violent relationship.

Activity 1 **(Copy 2)**

What Do You Want From Love?

Check the box beside each thing that you want from a partner.

Your name _____

- ☐ I want someone with many of the same interests as I have.
- ☐ I want someone who brings home money to live on.
- ☐ I want someone who will be a good parent.
- ☐ I want someone who makes me feel important.
- ☐ I want someone who listens to me and my problems.
- ☐ I want someone to have good sex with.
- ☐ I want someone who is nice to me apart from having sex.
- ☐ I want someone who helps take care of the house.
- ☐ I want someone who shares my values.
- ☐ I want someone who has always stayed with just one person at a time.
- ☐ I want someone who shows me respect.
- ☐ I want someone who has never been in a violent relationship.

All of the things listed in Activity 1 can be very important. But it is also true that another person cannot make you happy. Happiness must come from yourself. Have you ever heard someone say, "If I would just get married, everything would be great"? Sharing life with another person can be wonderful. It can give more meaning to happiness. But if we're not already happy, no other person can make us happy.

Activity 2 helps you see what you can bring to a relationship. There are two copies of this activity. If you have a partner now, that person can do the second copy.

Activity 2 **(Copy 1)**

What About Me?

Think about what you can bring to a relationship. Check the box beside all the sentences that are really true about you.

Your name _____

- ☐ I have interests which are fun.
- ☐ I take good care of my health.
- ☐ I try to make friends.
- ☐ I take care of how I look.
- ☐ I try to look on the bright side.
- ☐ When I am alone, I enjoy my own company.
- ☐ I make enough money to support myself.
- ☐ When I have a problem, I may reach out to others for help. In the end, I know I am the one who must find my own answers.
- ☐ If I make up my mind to reach a goal, I work hard to get it.
- ☐ If you asked me right now, I could tell you some reasons why I feel good about myself.

What two things might you do to feel better about yourself? Write them down here.

1. _____

_____

2. _____

_____

Activity 2 **(Copy 2)**

What About Me?

Think about what you can bring to a relationship. Check the box beside all the sentences that are really true about you.

Your name _____

- ☐ I have interests which are fun.
- ☐ I take good care of my health.
- ☐ I try to make friends.
- ☐ I take care of how I look.
- ☐ I try to look on the bright side.
- ☐ When I am alone, I enjoy my own company.
- ☐ I make enough money to support myself.
- ☐ When I have a problem, I may reach out to others for help. In the end, I know I am the one who must find my own answers.
- ☐ If I make up my mind to reach a goal, I work hard to get it.
- ☐ If you asked me right now, I could tell you some reasons why I feel good about myself.

What two things might you do to feel better about yourself? Write them down here.

1. _____

_____

2. _____

_____

Having enough money, sharing interests, and good sex are all great. But they are not enough to make a strong relationship. Two people have to talk with each other. Not only that, but we must be careful how we talk and how well we listen to the other person.

Here are some ways to reach another person by talking.

Talk Tips

1. Make time to talk when it's just the two of you.
2. Stick to one idea at a time.
3. Deal with what is important now, not in the past.
4. Try not to "point fingers." State *your* feelings from *your* point of view. Offer ideas for making things better.

Here's an example. Suppose your partner is often late for dinner. Which way of talking follows the Talk Tips?

☐ A. "How can **you** be this way? **You** only think of **yourself**."

☐ B. "When I spend a lot of time making dinner, I feel hurt when you are late. I also worry that something happened to you. I would really like it if you would call me if you're going to be late."

(Turn the page for the answer.)

The "B" way of talking follows the Talk Tips. This person is speaking from his or her own point of view. The tone is upbeat.

Here's another example. Suppose your partner is messy. Which way of talking follows the Talk Tips?

☐ A. "Why can't you keep this house clean? You're such a slob."

☐ B. "When I come home, it really matters to me to have a neat house. Let's both pitch in and clean up the place."

Again, the "B" way of talking follows the Talk Tips.

Activity 3
What Would You Say?

Think of someone who has upset you lately. This can be your partner, your boss, a family member, or a friend. Under **Who?** below, write who upset you. Under **What?** write what this person did that made you feel unhappy. Under **What would you say?** write down what you would say to the person, going by the Talk Tips.

Remember, state *your* feelings from *your* point of view and offer ideas for making things better.

Who?	What?	What would you say?
_____	_____	_____
	_____	_____
	_____	_____
	_____	_____
_____	_____	_____
	_____	_____
	_____	_____
	_____	_____
_____	_____	_____
	_____	_____
	_____	_____
	_____	_____

The other side of talking is listening. Just sitting back and saying nothing isn't really listening. Our minds might be in another place. We might be thinking about what to say next. To listen well is to tune in to the other person. To listen well is to look at things from the other person's point of view.

There is a little trick to make sure you understand what the person is saying. Here it is: After the person speaks, you say what you think they said.

Here are some ways to help you listen well.

Listen Tips

1. Stop now and then and say, "If I understand what you're saying, you feel ..." Repeat in your own words what you think the other person is trying to tell you.

2. If you are right, the other person will agree. Then the talking can go on.

3. If the other person does not agree, he or she can try again to get the point across to you.

Are you afraid that following the Listen Tips might make you feel like a machine? Try this way of listening. You may be surprised at how it helps you understand what the other person is saying. Understanding is what good listening is all about.

113

Activity 4
Learn to Listen Well

A. Team up with another person. Pick any subject the two of you do not agree on. Share your ideas with each other for a few minutes. As you talk, follow the Talk Tips and Listen Tips.

B. When the two of you are finished talking, answer the questions below. You may talk about your answers or write them down.

1. What did you find difficult about this activity?

_____

_____

2. What is one good thing you learned by trying to listen well?

_____

_____

3. What listening skills could you learn to be better at?

_____

_____

4. Do you understand the other person's point of view better? How?

_____

_____

Grown-up people know it is not fair to always get their own way. Often we need to find ways to "meet in the middle." Both partners need to give in on some points to find a middle ground that both can live with.

Here is an example of meeting in the middle.

Joan and Tim are fighting over taking care of their children. Joan feels trapped. She is home all day with two little kids. She wants Tim to help out when he gets home from work. She wants a little time to herself. Tim says he has his job and the children are Joan's job. He is tired at the end of the day and just wants to lay back. Joan says the children are his kids too and she too needs some time off. Each day the fighting between Joan and Tim grows worse.

One thing is clear. Joan and Tim each have needs that must be met. Pointing the finger at each other won't fix the problem at hand. Here are three ways they could meet in the middle:

1. Joan will be in charge of the children during the week. On weekend afternoons, Tim will take over. This way, Joan will have a little time to herself. Tim will still have time to lay back after work.

OR

2. Joan will make dinner and clean up. Tim will give the kids their baths and put them to bed. Then both Joan and Tim will have more time to spend with each other or on their own.

OR

3. Joan and Tim will each take full care of the children every other night.

No one of these answers gives Joan or Tim everything they want. But each answer does show how to work things out with some give and take. Can you think of any other ways?

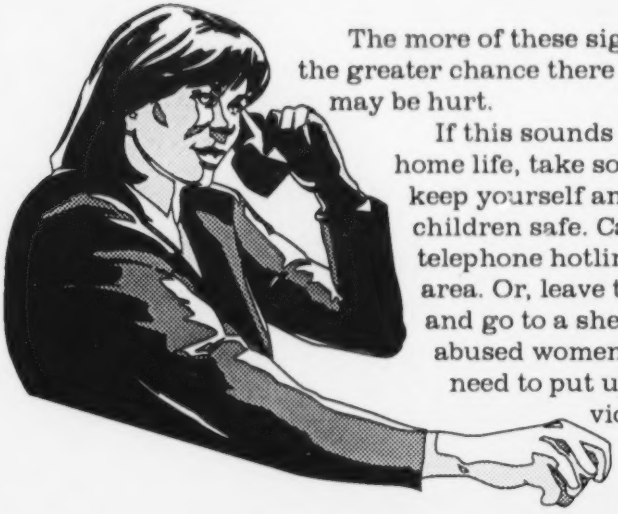
Violent Relationships

Some relationships are in trouble because there is violence at home. This is usually against the woman. Many women find themselves in a violent relationship and don't know what to do about it.

Is your husband beating you or hurting you in any way? Does he show any of these signs?

12 Signs of a Batterer

1. He is jealous.
2. He blames others (such as his wife) for his problems.
3. He blames something else for his problems. (For example, "If only I had a job, I wouldn't be so upset.")
4. You are never really sure how he is going to act.
5. He puts you down in words.
6. He cannot control his anger.
7. He always asks for a second chance.
8. He says he'll change and never do it again.
9. His family works out their problems with violence.
10. He plays on your guilt. (For example, "If you loved me, you would do such and such.")
11. He often acts worse when he drinks or uses drugs.
12. He is closed-minded. His way is the only way.



The more of these signs you see, the greater chance there is that you may be hurt.

If this sounds like your home life, take some steps to keep yourself and your children safe. Call a telephone hotline in your area. Or, leave the house and go to a shelter for abused women. You do not need to put up with violence!

If you are the batterer, get help for yourself before you do something you will always be sorry for.

If you are in a violent relationship, there are actions you can take to keep yourself safe.

- ✔ Hide extra money and a set of car keys.
- ✔ Hide important papers in a safe place so you can find them in a hurry.
- ✔ Keep a bag packed for fast get-aways.
- ✔ Plan a place to go if you need it. This can be a shelter or the home of a friend or family member.
- ✔ Have the police department's phone number handy. Get the badge number of any police officer you talk to.
- ✔ Teach your children to go to a neighbor's house to call the police during an attack.
- ✔ If you can, have a special room in the house with an extra strong lock.
- ✔ Understand when an attack might happen so you can leave before it does.
- ✔ If you are hurt, go to the hospital and tell what happened.
- ✔ Keep a record of the times you are hurt. Take pictures of yourself after an attack. These could help you if you have to go to

press charges or get a protection order.

- ✔ Have a special way of telling neighbors or friends when to call for help. For example, you could turn the lights off and on.
- ✔ If you go home after the police have told batterer to leave, change the locks right away.

Help From a Third Party

We've been talking about ways for two people to work out problems between themselves. But suppose you are having trouble working things out. It may be time for some outside help.

There is nothing wrong with getting counseling. Going for help doesn't mean you have failed. The fact is, it is a sign that you are strong enough to know when you need help.

Some people don't want counseling because they don't want some know-it-all telling them how to run their lives. The fact is, a good counselor or therapist probably won't tell anyone what to do. Instead, this person helps you work out your own problems. This person can give you new ideas that you might not have come up with yourself.

One more reason people stay away from

counseling is thinking it will cost too much money. The fact is, most areas have a place to get counseling free or at a low cost.

How can you get the most out of counseling? Here are some tips.

Counseling Tips

1. **Set a goal.** Have a clear idea of what you want from counseling. Expect to work hard to reach your goal. The therapist cannot fix things for you.
2. **Open up.** Tell the truth in counseling sessions. A therapist cannot read your mind. You'll waste everyone's time if you hold back information. Don't worry that you will shock the counselor. Nothing is new to them. And they won't tell anyone what you told them.
3. **Pick a good counselor.** Ask your family doctor or friends for names of good ones.
4. **Pick the right counselor.** A therapist who is perfect for one person may not be the one for you. If you feel you are working hard and not getting anywhere after a few months, ask for a different counselor. Don't give up on the idea of counseling itself.
5. **Keep your feet on the ground.** Don't expect a miracle. Your problems didn't happen fast and won't go away fast.

Many people are surprised to find out how much help is out there. In Activity 5 you'll learn what there is in your area. Maybe you won't need all the information you find out. You might want to share your new ideas with friends or other family members.

Activity 5
Finding Help

You will need your local phone book to do this activity. Many phone books have "Blue Pages." There you will find a list of marriage and family counseling services in your area. If you need help with this activity, ask your teacher.

	Name of Service	Phone Number
1.	_____	_____
2.	_____	_____
3.	_____	_____

Some services work only with certain marriage problems. Find at least one service in your area for each problem below:

Alcohol

4. _____ _____

Drugs

5. _____ _____

Child Abuse

6. _____ _____

Battered women (spouse abuse)

7. _____ _____

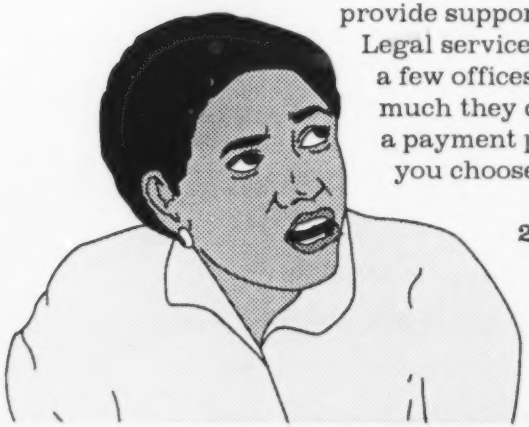
Older persons

8. _____ _____

Sometimes, no matter how hard you try, a marriage cannot go on. One or both partners may decide to get a divorce. This is probably not an easy thing to decide. But it will help matters if you plan ahead as much as possible.

When a marriage has been hurting for a long time, deciding to end it may at first feel like a relief. Also, it's easy to believe "the grass will be greener on the other side" when the marriage is behind you. Still, you must deal with the points below:

1. **Legal matters.** Get a good attorney to help you work out who gets what in the divorce. Who will stay in your home? Who will get custody of the children? Will one of you provide support payments? Legal services cost money. Call a few offices to find out how much they charge. Work out a payment plan with the one you choose.



2. **Living on less.** Usually both partners find they have less money after a divorce. The woman is often the one who may need public assistance or find a job for the first time in years. Many schools have programs for "displaced homemakers." Check them out.

3. **The children.** A divorce is hard on the children, too. They too may be helped by a counselor during this time. Remember,

children may think they caused the divorce. Make sure they know this is not the case! Also, never, never put your children in the middle of the fight with their other parent. That would be very bad for them. Check the phone book for a group called Parents Without Partners in your area. Joining this group can help you learn how to deal with your children during and after a divorce.

4. Your new life. Many people dream that everything will be fine once the marriage is over. This is not the way it usually happens. A new life must be built. New problems must be faced. Changes must be made. It takes time to learn to be a single person again and not half of a couple.

Taking Action

Save your relationship or end it? Either way, there is no way around the time and hard work the changes will take. You will make mistakes along the way. Don't waste your time putting blame on yourself or your partner. It is more helpful to set your sights on the end goal. Then try very hard to not make the same mistakes again. Move ahead instead of looking back.

You will need help from others as you are either working on your relationship or ending it. Don't be afraid to get the help you need from friends or counselors.

Keep in mind that good things don't just happen. Things will take time. Stop from time to time and ask yourself the questions on the next page.

Action Checklist

1. Are my actions getting me closer to my goal or are they blocking the goal?
2. Should I try a new way of working?
3. Am I getting all the outside help I need?
4. Have I stayed away from putting the blame on myself or my partner for mistakes that happen along the way?
5. Can I see when my partner or I are doing something well?
6. Am I keeping from making the same mistakes over again?

One out of two marriages ends in divorce. Even so, people marry in record numbers. A lot of people must believe that a long-term relationship is worth having. If you do, then you must be willing to do what it takes to make it work.

Activity 8
Case Study

Suppose your best friends have marriage problems. How could you help them work things out? Answer these questions about the marriage.

1. In your own words, what are the main problems in the marriage? (Make something up.)

2. What information do you need to plan a course of action?

3. What outside services could help work out the problem?

(More on next page)

4. Make a list of ways you can think of to work out the problem.

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New
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Lancaster, Pennsylvania

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Out of Work

Jane Grogan & Tana Reiff

Changes

COPING SKILLS FOR ADULTS

127

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128

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Bringing Good Coping Skills to More Adult Students

Adult Education Act
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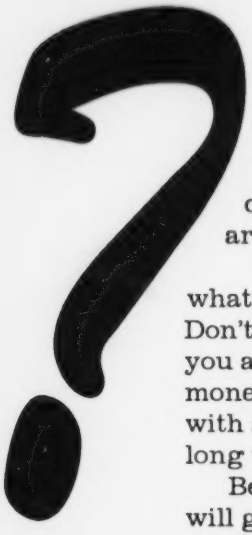
When Your Job Ends



When you lose your job, you may feel as if you have a lot of problems all at once. You may wonder how you will pay the bills. You may worry that one of the kids will get sick. You may feel bad about yourself. You may feel that other people think less of you when you are not working. You may feel angry.

At a time like this, you may not know what to do first. All of these problems are real. Don't pretend you don't feel them. Remember, you are still you, whether or not there is money coming in. Talk about your feelings with someone who cares. Talking can go a long way toward getting rid of the stress.

Be sure to talk with your family, too. You will get past this time. But it will take everyone in the family to understand and help out.

Together, make sure you have enough money to meet your basic needs until you are working again. Do you have money put away for a rainy day? This may be that rainy day. You may have to use some of that money now.

Here is a list of other kinds of help for getting by until you are working again.

Help for When You're Out of Work

- **Unemployment Compensation** is a form of help for those who have been laid off. To find out more, see the state Bureau of Employment Security or Job Service.

- **Public Assistance** is for people who have no income or who make very little. For information, see the Department of Public Welfare.

- **Workers' Compensation** is for people who

were hurt on the job. Check your phone book under "Workers' Compensation."

- **Job Training Partnership Act (JTPA)** can provide job training and employment experience. Speak with your local Bureau of Employment Security (BES) for information on finding the JTPA program in your area.

- **Supplemental Security Income (SSI)** is for people who are blind, disabled, over 65, or parents of children with health problems lasting more than a year. To learn more, check with a Social Security office.

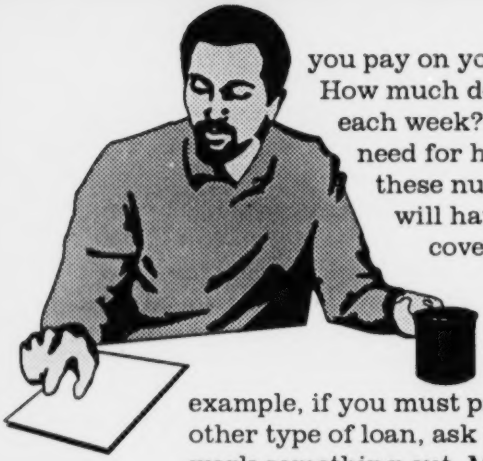
- **Medical Assistance (Medicaid)** pays for health services for low-income persons. For information, check with the Department of Public Welfare. Or, check your phone book under your county's Board of Assistance.

- **Food Stamps** help low-income people buy good foods for the whole family. You do not have to be on Public Assistance. To learn more, check with the Department of Public Welfare.

- **Other services:** There are many programs run by the government, community, or church to help people with rent, heating bills, and other needs. Many areas have a general service phone number. Call that number to learn which program you should get in touch with. To find that number, check the Blue Pages of your phone book.

How Much Do You Need?

When money is tight, it's time to look at your basic needs. For example, how much is your rent or house payment? How much must



you pay on your loans each month? How much do you need for food each week? How much will you need for health costs? Add up all these numbers. Find out if you will have enough money to cover your needs.

If the answer is "no," you can take some steps to cut back for awhile. For example, if you must pay on a mortgage or other type of loan, ask the lender if you can work something out. Many times, lenders will take less for a time. But you must talk to them first. Don't just send less money. You may also try to work out lower payments with your utility companies, such as phone, electric, and gas. The Consumer Credit Counseling Service may be able to help you to work with lenders. For the number of an office near you, call 1-800-388-CCCS. Below are more tips.

Cost Cutting Tips

Food

1. Plan your meals ahead. Shop with a list. Cut out snack foods you don't need.
2. Check prices on different brands. For example, most stores show each item's "unit price" right on the shelf. This tells you the true price per pound or quart, no matter the size of the package.
3. If you have children in school, ask the Food Service Director at the school if you can pay less or get a free lunch.
4. Ask your county Cooperative Extension Service for good, low-cost meal ideas.

(More on next page)

Cost-Cutting Tips, Continued

This is a free service. In Pennsylvania, look in the phone book under "Penn State Cooperative Extension."

5. If you are pregnant, check into the Women's, Infants, and Children (WIC) program. They give food vouchers to women whose income is low enough.

Clothing

1. Put off buying any clothes that you do not need now.
2. Buy what you really need at discount stores, outlets, or second-hand stores.

Health Care

1. Stay in good health by eating the right foods. Get enough rest and exercise. Don't smoke, and don't drink too much.
2. Use the free or low-cost health services in your area. For example, you may be able to get a free blood pressure test. Children may use the well-baby program run by the Department of Health.
3. Family planning services can cost less at Planned Parenthood.
4. If you take drugs, ask your doctor if there is a "generic" form. Generics are just like the brand names but cost much less.

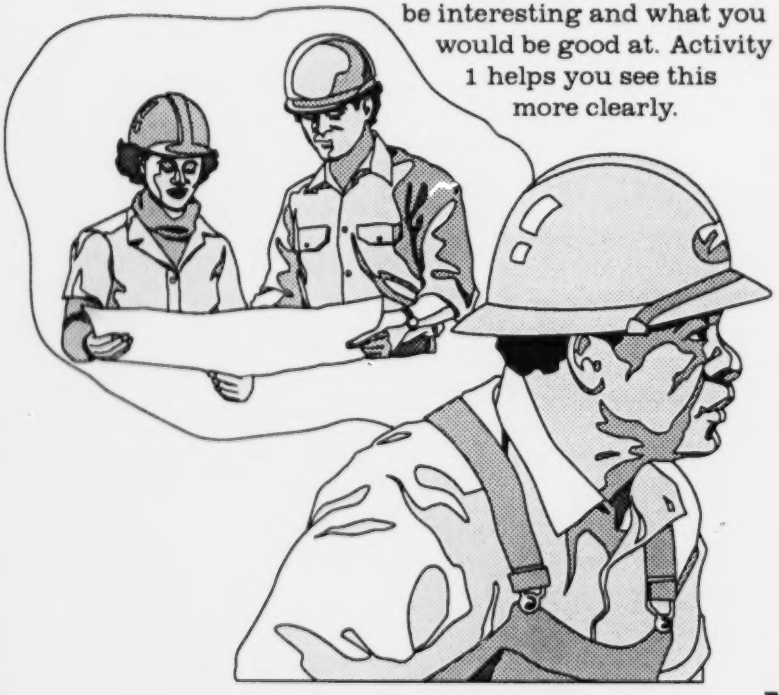
Now, get the family together. Tell them what's going on. Talk about changes you can make together now that there is less money. You may have to cut back on eating out or other fun things. Everyone may have to pitch in and help out. For example, older children could get a part-time job, baby-sit, do yard work, or get a paper route. Then they won't have to come to you for spending money.

When the whole family understands and works together, things can be better for everyone. You can plan together, stick together, and get through this together.

A New Job

The money ideas here can help you get by for a short time. But you also must look at the long term. That may mean finding a new job. Finding a job that you like and that pays well takes more than luck. It takes planning and hard work.

Many people don't like their jobs. Often, there is nothing wrong with the job itself. Instead, the person may be in the wrong job. We spend a lot of time working, so it's important to match yourself to the job. To do that, think about what would be interesting and what you would be good at. Activity 1 helps you see this more clearly.



Activity 1
Match Your Needs to a Job

Check "YES" or "NO" to each sentence.

1. I like to work with people.
   ☐ YES ☐ NO
2. If you answered yes to #1, what age of people do you enjoy working with?

   _____
3. I like to work with my hands.
   ☐ YES ☐ NO
4. I enjoy working with numbers.
   ☐ YES ☐ NO
5. I like working with machines.
   ☐ YES ☐ NO
6. I like to work alone.
   ☐ YES ☐ NO
7. I like to work outdoors.
   ☐ YES ☐ NO
8. I like a job with regular day hours.
   ☐ YES ☐ NO
9. I need a job that I can get to by walking or public transportation.
   ☐ YES ☐ NO
10. I have a disability that would limit me in some jobs.
    ☐ YES ☐ NO
11. I'd like a job which is pretty much the same every day.
    ☐ YES ☐ NO
12. I'd like a job which changes all the time.
    ☐ YES ☐ NO

Keep in mind your answers to Activity 1 as you look for a job.

Next, think about what kinds of jobs you would be best at. You can probably think of some right away. If you are going to school, there might be a counselor you could talk to. You might also look in the library for some books about jobs. The people at the library are happy to help you.

Getting to Know the Job Market

Once you know what kinds of jobs would be interesting, it is time to learn more about what jobs are open in your area. For example, if you would like to work with children, a job in a day care center might be perfect for you. Day care jobs include aides, teachers, directors, and food service. It helps to match your education and experience with a job you would know how to do. Or, you might want a job for which you will need training.

You may be ready to say, "But I don't have any special skills for the job I want." Don't be so quick to give up. Activity 2 will help you see what skills you have to find a job.

136

Activity 2
Your Job Skills

A. Taking stock

1. List all the training you have had. This may be from school or from a job you have had.

2. Many skills from day-to-day life are needed in the world of work. These include skills learned from running a home, being in a church or community group, leading the Girl Scouts or Boy Scouts, and so on. List these skills here.

(More on next page)

B. Which jobs for you?

1. Think about your answers in Activity 1 and Part A of this activity. Make a list of jobs you believe you could do. When you are finished, give your list to a teacher or friend. Ask them for more ideas.

2. Use the phone book and talk to other people to make a list of places that might hire someone with your skills and interests.

Finding job openings in your area is next. Many job hunters only look for jobs in the newspaper. But the fact is, most jobs never show up in the paper. Go ahead and check the paper. However, also do these three things:

- **Check the state Bureau of Employment Security or Job Service.** Many employers list their openings there.

- **Tell everyone you know that you are looking for a job.** Ask them to tell you if they hear of a job that you might want.

- **Ask the employers themselves.** You may call first. Ask to speak to the Personnel Director or the head of the department in which you are interested. Explain in a few words why you are interested in this company. Ask if there are any openings now or coming up. If the answer is "no," ask if you may stop by and fill out an application in case an opening does come up sometime.

Application Tips

1. Remember, in many cases, an employer's first idea of you is your application. Read each item carefully. Be sure you understand it so you don't make mistakes and have to cross things out.
2. **Print** all information clearly. Bring your own black or blue ink pen to write with.
3. Tell the truth on all questions.
4. Before you give anyone's name as a reference, ask them first.

Activity 3
A Sample Job Application

Each company has its own job application. However, most applications ask for much of the same information. Fill in the sample job application below to help you get this information ready.

Please print clearly.

Position for which you are applying _____

Name _____

Address _____

City _____ State _____ Zip _____

Phone Number _____ Soc. Sec. Number _____

Date of Birth _____ Marital Status _____

Are you a U.S. citizen? _____ Can you work any shift? _____

Do you have any physical or mental handicaps? _____

If "Yes," please explain the nature of the handicap. _____

_____

Have you ever been convicted of any criminal violations? _____

If "Yes," please explain. _____

_____

Education	Name of School	Address	Dates of Attendance	Course	Date of Graduation
Grade					
High School					
Technical					
College					

(More on next page)

Military Service Yes ____ No ____

Branch _____ Rank _____ Dates of Service _____

Type of Discharge _____

Describe any special training you received in the military:

_____

_____

_____

References — Other Than Relatives

Name	Address	Phone

1. _____
2. _____
3. _____

Employment History — Begin with the most recent.

Employer's Name _____

Date from _____ Date to _____

Address _____

Phone _____

Your title or position _____

Supervisor _____

Description of duties _____

_____

_____

Reason for leaving _____

Starting wages _____ Salary when you left _____

(More on next page)

Employer's Name _____

Date from _____ Date to _____

Address _____

Phone _____

Your title or position _____

Supervisor _____

Description of duties _____

_____

_____

Reason for leaving _____

Starting wages _____ Salary when you left _____

Employer's Name _____

Date from _____ Date to _____

Address _____

Phone _____

Your title or position _____

Supervisor _____

Description of duties _____

_____

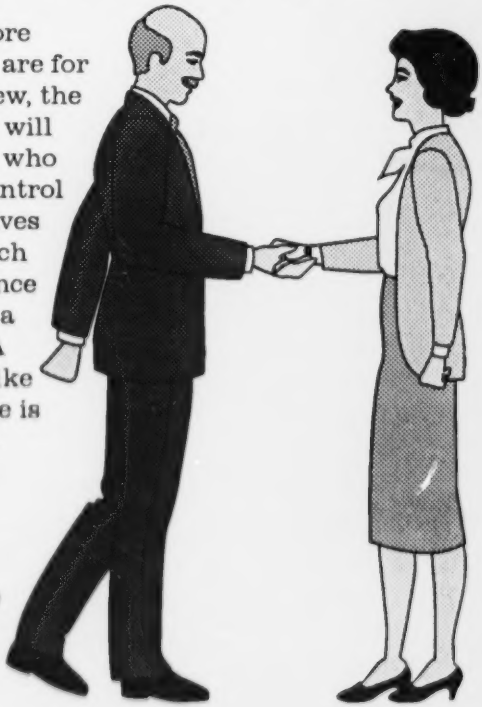
_____

Reason for leaving _____

Starting wages _____ Salary when you left _____

You may carry with you a copy of this sample application when you go to fill out a real application.

Suppose you have filled out an application and you get called in for an interview. You have passed the first test! If they want to interview you, they probably believe you could do the job. Now, you must show yourself at your best.



The more ready you are for an interview, the better you will do. People who seem in control of themselves have a much better chance of getting a job offer. A business-like appearance is a big help. Activity 4 helps you plan how you will look at the interview. It doesn't matter how you would dress on the job. It's still best to dress well for the interview.

Activity 4
Looking Good for an Interview

Check each question "YES" or "NO."

1. For men only: Am I wearing a suit or a sport coat, slacks, and tie?
   ☐ YES ☐ NO
2. For women only: Am I wearing a suit or neat dress?
   ☐ YES ☐ NO
3. Are my clothes clean, neat, and pressed?
   ☐ YES ☐ NO
4. Are my shoes clean and shined?
   ☐ YES ☐ NO
5. Are my hair and nails clean?
   ☐ YES ☐ NO
6. Is my only jewelry my watch and wedding ring?
   ☐ YES ☐ NO
7. Have I kept away from any strong perfume or aftershave?
   ☐ YES ☐ NO
8. For men only: Am I shaved?
   ☐ YES ☐ NO
9. For women only: Am I wearing only light make-up?
   ☐ YES ☐ NO
10. Is my hair neat and clean?
    ☐ YES ☐ NO
11. Am I standing or sitting straight?
    ☐ YES ☐ NO

You never know everything you will be asked in an interview. However, some questions seem to pop up on just about every interview. These questions are listed in Activity 5. Try answering them out loud with another student. Ask that person for ideas as to how you might give better answers. Keep in mind these tips:

Interview Tips

1. Listen well to each question. Stop for a second to think about your answer before you begin to talk.

2. Speak slowly and clearly.

3. Answer only the question which is asked. Don't go off on other ideas.

4. Don't be too shy about your skills. That may be fine with your friends. But in an interview you are trying to sell yourself. Talk about what you really did on past jobs. Tell about the good things you were told about your work. Tell how you took on new work or got better at the job. Say if you helped to train new people.

Activity 5
Common Interview Questions

Keep in mind the Interview Tips as you practice answering these common interview questions.

1. Tell me why are you interested in this job.
2. What skills do you bring to this job?
3. What are your long-term goals?
4. Why did you leave your last job?
5. What do you like to do on your own time?
6. What are your strong points as a person? (For example, you are always on time, you get along well with others, and so on. Be ready with examples to back up what you say about yourself.)
7. What are your weak points? (Tell the truth but include information on how you are trying to turn your weak points around.)
8. How many days of work or school have you missed in the last year because you were sick or hurt?
9. What courses did you take in school? What were your grades?
10. May we call your past employers?

Now, what questions would you ask the interviewer? Turn the page for some ideas.

Activity 5, Continued
Questions to Ask the Interviewer

At the interview it is important for you to learn more about the job and the company. Ask a few key questions after the interviewer is finished asking you questions. Just be sure not to ask any money questions first!

1. What are the most important parts of this job?

2. Is this a new job or did someone hold this job before?

3. If it's not a new job, you may ask, Why is the job open?

4. How do you rate a person's work?

5. Does the company provide any training for this job?

Write here any other questions you might want to ask at an interview.

After the Interview

Most people see the time after the interview as a tense waiting period. There is one important thing you can do to make your interview stand out. Send the interviewer a short thank-you note. Some job-seekers don't do this. If you do, you help yourself to stand out from the crowd. Write a note even if you are no longer interested in the job. You may write it or type it. Mail it one or two days after the interview.

Here is an example of such a note.

123 High Street
Anytown, PA 18000
May 8, 1993

Ms. Susan Smith
Personnel Director
XYZ Company
101 Bridge Street
Wilkes-Barre, PA 18702

Dear Ms. Smith:

Thank you for interviewing me for the job of Inventory Clerk. Because of my experience in the Parts Department of ABC Company, I believe that I am well qualified for the job. I would welcome the opportunity to prove that I would be a valuable addition to your Customer Service Department.

I will look forward to hearing from you.

Sincerely,

Sam Jones

Sam Jones

Activity 6
A Thank-You Note

Suppose you have just interviewed for a job you would be good at. Write a thank-you note to the interviewer. Be sure to include information as to why you would be good for the job.

Dear

Sincerely,

Getting Ahead on the Job

If you now have a job or just started a new job, there are many things you can do to get ahead on the job. Sometimes, the way to move up is to get more training. This may be the time to put some time and money into training for a better future. Counselors at vo-tech schools or community colleges may be able to help you make these plans.

The other part of getting ahead is doing well on the job. Activity 7 will help you look at yourself from the boss's point of view. If you're not working now, use these questions as ideas to help when you do start a new job.

Activity 7
How Are You Doing on the Job?

Check "YES" or "NO" to each sentence.

1. I get to work on time.
   ☐ YES ☐ NO

2. If I really have to be late, I call my boss.
   ☐ YES ☐ NO

3. I dress right for this job.
   ☐ YES ☐ NO

4. I am polite to my boss and co-workers.
   ☐ YES ☐ NO

5. I return on time from lunch and break.
   ☐ YES ☐ NO

6. I take sick days only when I am really ill or hurt.
   ☐ YES ☐ NO

7. I don't talk down about my job when I am at work.
   ☐ YES ☐ NO

8. I don't talk about co-workers.
   ☐ YES ☐ NO

9. I keep my work area neat.
   ☐ YES ☐ NO

10. I don't talk about my own problems at work.
    ☐ YES ☐ NO

(More on next page)

11. I ask questions to the right person when I am not sure how to do something at work.
☐ YES ☐ NO

12. Even if I am angry, I do not shout or make a big deal of it.
☐ YES ☐ NO

13. I keep my mind on what I am doing.
☐ YES ☐ NO

14. I do my work carefully.
☐ YES ☐ NO

15. I treat the equipment and tools with care.
☐ YES ☐ NO

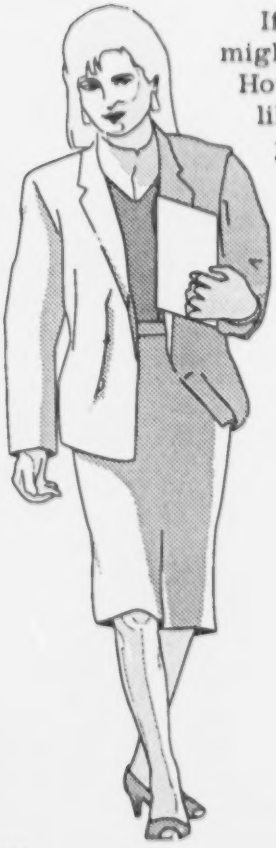
16. I act as if I like my work.
☐ YES ☐ NO

17. I look for ways to learn more skills.
☐ YES ☐ NO

Any questions to which you answered "NO" could show a weak point in how you are working.

After you have been on the job for about a year, it is a good idea to think about what's next. Ask yourself questions such as:

- Am I happy with my job? (Remember, no job is perfect.)
- Am I making enough money to meet my needs?
- Am I interested in moving up? If so, is there a way to do that here?
- Is the company doing all right and not laying off people?



If you have a few "no" answers, you might want to begin making other plans. However, do not just quit a job you don't like. Instead, look for another job while you still have money coming in. Or you could begin training for a better job in your field or a new type of work. Whatever you decide, you are better off looking at other jobs while you are working. Don't wait until you're out of work. You might end up taking a job you like even less.

Above all, remember that finding a job you really like takes more than luck. It takes you, taking charge of your life and following a plan for getting what you want. Are you ready to make a move?

Activity 8
Case Study

Suppose you are out of work. What would you do? Answer these questions about your problem.

1. In your own words, what are your main problems in being out of work?

2. What information do you need to plan a course of action?

3. What outside services could help work out your problem?

(More on next page)

4. Make a list of ways you can think of to work out your problem.

5. What is the best idea you came up with in #4?

6. What problems could come up with that best idea?

7. How would you know if your idea worked well?

8. Suppose that first idea didn't work out. What could be done to make it work better?

Feelings About Being Out of Work

150

Money Notes

Job Search Notes

Job Search Notes

159

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